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ABSTRACT

Competency scales were developed for 10 direct-entry occupations and 10 vocational education programs as part of Project ACCESS, a project to assess women's life experience learning for entrance into employment and for advanced placement in vocational education programs. Development of the occupational scales involved employer interviews, followed by development and verification of a draft version of the scales. The vocational education scales were developed using interview information and/or program descriptions; verification followed. The scales were then used for a tryout of the competency matching process. Following a 12-page narrative section are 17 tables that show tryout data. The remainder of the report (125 pages) are these appendixes: (1) script for job competency identification and rating sessions, (2) employer and vocational educator interview discussion record forms, (3) draft and revised occupational rating lists (airline reservation agent, bank clerk/teller, claims adjuster, credit/collection worker, electronics assembler, floral designer, home health aide, insurance sales agent, personnel worker, photo laboratory technician, social service aide), (4) interview discussion record form covering letter, and (5) draft and revised vocational education rating lists (computer programer, cook/chef, dispensing optician, drafter, electronics technician, graphic arts/lithographer, library technician, medical records technician, occupational therapy assistant, respiratory therapy worker, welder). (YLB)

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# RELATING WOMEN'S EXPERIENCE AND SKILLS TO COMPETENCIES REQUIRED IN SELECTED OCCUPATIONS AND VOCATIONAL EDUCATION PROGRAMS

Ruth B. Ekstrom

C. Brooke Gruenberg

Ruth A. Sugerman

E. Lata Davis

Barbara A. Marrow

Juliet J. Beier

Educational Testing Service

Princeton, New Jersey 08541

and

N. Carol Eliason

Dorothy A. Miller

American Association of Community & Junior Colleges

One Dupont Circle, Washington, D.C. 20036

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Credentialing Women's Life Experiences

(Project ACCESS)

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This report describes the development and revision of competency lists for several occupations and vocational education programs. The development of these lists was part of a project to assess women's life experience learning for entrance into employment and for advanced placement in vocational education programs.

The RFP indicated that the competency lists were to be used to determine the transferability of women's experientially-learned skills to employment and to vocational education. This transferability analysis was to involve a total of 20 occupational areas "for which there is a growing demand." These occupational areas were to be drawn from at least ten of the OE occupational clusters. In addition, the RFP specified that one-half of the occupations be "traditionally male-intensive." It was also specified that the job-related competencies be verified by employers and workers in "appropriate employing establishments," and that experienced vocational educators assess the competencies "with respect to appropriate placement in vocational programs."

## Occupational Selection

The first step was to identify occupational areas which met the RFP specifications. In November 1978, a list of 24 such occupations was submitted to OE for review. Each occupation, according to Department of Labor predictions, was expected to grow more rapidly than average during the 1980's. Each occupation could, according to occupational literature, be learned on-the-job or in less than four years of vocational education. These occupations were: lithographer, photo

laboratory worker, collection worker, credit manager, personnel and labor relations worker, cook and chef, library technician and assistant, insurance agent and broker, travel agent, drywall installer and finisher, insulation worker, airline reservation and passenger agent, drafter, engineering and science technician, computer service technician, dental laboratory technician, medical record technician, dispensing optician, occupational therapy assistant, licensed practical nurse, home health aide, park and recreation worker, social service aide, and floral designer.

Additional investigation of these occupational areas, using both printed sources and interviews with employers, union officials, and vocational educators, led to the elimination of some of these areas and to the addition of others. In March 1979, the following list of occupational areas was prepared:

| On-the-job Training | Vocational Education |
|---|---|
| Airline reservation agent | Cook and chef |
| Bank clerk and teller | Credit manager |
| Collection worker | Dispensing optician |
| Floral designer | Drafter |
| Home health aide | Engineering and science technician |
| Insulation worker | Library technician |
| Insurance claims adjuster | Lithographer |
| Insurance sales agent | Medical record technician |
| Personnel and employee benefits worker | Occupational therapy assistant |
| Photo laboratory worker | Plumber |
| Social service aide | Respiratory therapy worker |
| | Welder |

## Competency Scale Development

During January and February of 1979, the project staff determined how best to identify the competencies required in each occupation. Concern was expressed over reliance on existing materials, since the state-of-the-art review (Task A1) had found evidence (Witt & Naherny, 1975) that such materials tend to discriminate systematically "against virtually all nondegree, people-oriented, women's jobs." It was decided to use Primoff's (1975) job element technique. This technique involves holding two meetings with groups of workers and supervisors in each occupation. The first meeting is used to generate a list of all the skills, knowledge, and abilities needed in the occupation; the second meeting involves obtaining ratings of the importance of each of these. A script for these sessions was prepared (see Appendix A) and field tested. It was concluded that this technique was too difficult to implement because of the practical difficulties involved in assembling the same group of raters on two separate occasions.

It was decided, instead, to use a modification of the job element technique. The first step would be to collect a list of skills, knowledge, and abilities through interviews, supplemented by any existing documents describing the job tasks or the program courses and content. This information would then be used to develop draft rating lists. These rating lists would then be sent to a sample of workers and vocational educators for validation.

Interview discussion record forms were prepared to facilitate the compilation of information (see Appendix B).

Employment Related Scales. For each occupation, the ETS staff held interviews with two different employers in each of two cities. This information led to the elimination of insulation worker as a direct-entry occupation; it was replaced with electronics assembler.

The employer interviews yielded a number of interesting examples of how insisting that a skill be acquired in a given manner limits job opportunities. One bank officer told us that they would hire as bank tellers only those individuals who were able to use a typewriter. When we asked when and why the tellers used a typewriter, we were told that the job did not involve typing, but the bank had determined that individuals who could type were able to operate adding machines more rapidly. We then asked the bank officer if it would not be better to specify that applicants have good manual dexterity, and pointed out that this skill might be acquired in a number of ways, not just by learning to use a typewriter.

The information from the employer interviews was used to draft the competency lists for each occupation. These lists (Appendix C) were then sent for ratings by nine employers in each occupation. The employers were asked to rate each item with respect to its importance for selecting new employees. The following scale was used: 3 = superior worker, 2 = average worker, 1 = minimum job performance, 0 = not relevant. Mean ratings for each item were computed.

The most highly rated items from this process were reviewed for use in the competency matching process. New scales, using high-rated items which were also related to women's life experience learning (as

determined by the survey of women's experiences and skills--Task A4), were prepared. These new scales (Appendix D) were used in the tryout (Task B1) in two ways: (1) as a rating scale for each employer to use to indicate the relative importance of the skill in the particular work setting, and (2) in the Experience Description Summary (EDS) to determine the "best match" occupation(s) for each woman seeking employment. Transferability analyses were then carried out for most occupations; these are available in the report on Task A5. (An insufficient number of responses were received from personnel workers and social service aides.)

Vocational Education Related Scales. A somewhat different approach was used by the American Association of Community and Junior Colleges (AACJC), the subcontractor for the vocational education phase of this project. It had been originally planned that AACJC would visit colleges to collect materials describing the curriculum and courses in selected vocational education programs and to hold interviews with the faculty. Instead, during April 1979, AACJC mailed the interview discussion record form to "a random sample of women instructors and curricular program managers" to be used as a survey instrument (see Appendix E for a copy of the covering letter). Fourteen responses were received covering accounting, building construction technology, business management, clothing services and child care, dental hygiene, food services administration, legal secretary, medical assistant (2), "nontraditional careers for women," nursing, optical systems technician, physical therapy assistant, and secretarial skills programs, as well as one response from a librarian.

Since none of the information obtained related to the target programs for the project, AACJC was asked to conduct telephone interviews with individuals in each of the designated programs, and to ask them to supply the program descriptive material by mail. A total of ten such interviews, covering eight of the vocational education programs, were conducted during May 1979. This led to the elimination of credit manager and plumber as target occupations; they were replaced by computer programmer. No vocational program descriptions were obtained as a result of these telephone interviews. Consequently, a third round of college contacts was initiated, during the summer of 1979, to obtain these descriptions.

The information and descriptions obtained by AACJC were used by ETS to prepare draft competency rating scales for each vocational education program (Appendix F). Each scale was mailed to nine individuals who had been identified by AACJC as teaching in the designated program areas. Two types of ratings were requested: (1) for selecting students to enter the program, and (2) to identify students to receive advanced placement or course exemption. Since several of the vocational educators indicated that their program's philosophy was to accept all applicants, it was decided that the selection ratings were of limited utility. The transferability analysis, then, focused on the advanced placement ratings. The following scale related to advanced placement was used: 3 = very important, 2 = valuable, 1 = not useful, 0 = not relevant.

The most highly rated items were used to develop new scales (Appendix G) for the competency matching process in the vocational

education tryout. Transferability analyses were then carried out for most of the programs; these analyses are available in the report on Task A6. (An insufficient number of responses were received from vocational educators in computer programming, dispensing optician, engineering and science technology, lithography, and welding programs.)

Tryout to Validate the Competency Lists

The project also included a tryout (Task B1) of the competency matching process. The purpose of the tryout, as stated in the RFP, was to "determine the validity of the competency analysis and inventory." The tryout is described in detail in the report on that task.

As that report notes, the original plan of the tryout was: (1) to administer the competency lists to women who were returning to paid work or entering vocational education programs; (2) to identify the best match between each woman's experientially-learned competencies and the job or program requirements; (3) to place approximately 100 women in jobs and approximately 150-200 women in vocational education programs on the basis of this competency matching, and (4) to monitor their performance for one year or two marking periods. As that report also notes, this tryout process was difficult to implement, especially in the vocational education programs.

The items in the competency lists are of two types: (1) transferable skills, which include what Fine (1957) calls functional skills (working with people, information, and things) and self-management skills (which are related to temperament or personality), and (2) job-specific skills, which include what Fine calls work-content or technical

skills. Many of the items on the list of transferable skills were derived from Sjogren's (1977) list of the most frequent occupationally transferable skills and characteristics. Some transferable skills were repeated in the lists of job-specific skills.

Employment Tryout. Only 49 of the 155 women who were counseled in the tryout actually entered employment. Therefore, these data should be treated with caution, both because of the small number of cases (due to missing data, not all women are included in all analyses) and because many of the women did not enter employment in their "best match" occupation.

The transferable skill self-ratings of the employed women and the employers' ratings of these women on the transferable skills are shown in Table 1. As can be seen, on over 75% of the items, the women rated themselves lower than did their employers. This finding underscores what has been found in other research with re-entry women--that is, lack of awareness of and low confidence in their own skills and abilities.

The employed women's self-ratings on the job-specific skills are shown in Tables 2 to 12. As can be seen, the women reported moderately high levels of skill on most items.

Employers' ratings of over-all job performance were correlated with the women's mean total scores on these job-specific scales. The results are shown in Table 13. As can be seen, the scales for insurance sales agent and credit/collection worker were most highly correlated with over-all job performance. The scales for airline reservation agent and claims adjuster did not correlate positively with job performance.

Vocational Education Tryout. AACJC was able to find only six women to enroll in the vocational education tryout. Of these, only three completed one semester. Therefore, there were insufficient data to conduct validity analyses of the vocational education competency scales.

Despite this problem, with the cooperation of two New Jersey community colleges, ETS has been able to collect information on a total of 22 adult women, nine enrolled in data processing, nine in electronics technology, and four in medical record technology programs. Again, caution is recommended in making inferences from these data because of the small number of individuals involved.

The transferable skill self-ratings are shown in Table 14. In order to provide a comparison group, the self-ratings of the employed women on the same items are also shown.

As can be seen, women enrolled in data processing rated themselves much higher on their ability to do simple arithmetic than did the employed women. They also rated themselves higher on their ability to be self-directed and work independently, to cooperate with others, to set priorities, to do precise and accurate detailed work, to do a repetitive task following set procedures, and to analyze and solve a problem. The women in data processing rated themselves much lower than did the employed women on their ability to sell a product or service; they rated themselves lower on their ability to negotiate between people and on their ability to interpret the feelings of others.

The women in electronics technology, when compared with the

employed women, rated themselves much higher on their ability to cooperate with others and on their ability to do simple arithmetic. They rated themselves more highly on their ability to analyze and solve a problem, to do precise and accurate detailed work, to do a repetitive task following set procedures, to evaluate a product using stated guidelines, to learn and apply new information and procedures, to use writing skills, and to keep neat and accurate records. They rated themselves lower than did the employed women on their ability to supervise others and to sell a product.

The women in the medical record technology program rated themselves much more highly than did the employed women on their ability to cooperate with others and to solicit and make constructive use of negative and positive feedback. They rated themselves more highly on their ability to be self-directed and work independently, to manage time and schedule activities, to establish rapport with people of diverse backgrounds, to be competitive, to do precise and accurate detailed work, to do a repetitive task following set procedures, to do simple arithmetic, to learn and apply new information and procedures, and to use writing skills. They rated themselves lower than did the employed women on their ability to negotiate between people.

This comparison shows that women who choose to enter vocational education programs, especially in nontraditional programs, such as data processing and electronics technology, have or feel that they have better skills in arithmetic than does the average woman returning to paid employment. This suggests that arithmetic refresher courses

would be valuable in helping adult women prepare to enter vocational education programs.

The mean job-specific skill self-ratings for these vocational education women are shown in Tables 15 to 17. As can be seen, the women in the data processing and medical record technology programs rated themselves higher on the specific skills than did the women in the electronics technology program. This suggests that the electronics technician scale may be less valid than the other two scales.

## Summary and Conclusions

Competency scales were developed for ten direct-entry occupations and ten vocational education programs. The method of development for the occupational scales involved employer interviews, followed by development and verification of a draft version of the scales. The vocational education scales were developed on the basis of interview information and/or program descriptions; verification followed.

These scales were then used for a tryout of the competency matching process. Adult women completed the scales as part of an Experience Description Summary (EDS). The purpose of the EDS was to identify the "best match" between experientially-learned skills and job entrance or vocational education program requirements.

Follow-up on job performance was obtained for the employed women. All but two of the occupational scales were positively related to women's job performance. Data were obtained from adult women in three vocational education programs. Two of the vocational education scales appeared to be measuring program-relevant skills.

Because of the small number of cases on which the analyses in this report are based, caution is advised in making inferences from the data.

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Table 1

Mean Employer Ratings Compared with
Mean EDS Self-Ratings of Employed Women

| Ability to: | Employer | Women | Difference |
|---|---|---|---|
| 1. Take responsibility | 2.8 | 2.4 | - .4 |
| 2. Compile information | 2.8 | 2.2 | - .6 |
| 3. Be self-directed and work independently | 2.7 | 2.2 | - .5 |
| 4. Follow orders and accept supervision | 2.7 | 2.6 | - .1 |
| 5. Cooperate with other workers | 2.7 | 1.8 | -1.1 |
| 6. Be reliable, punctual, and conscientious | 2.7 | 2.7 | 0 |
| 7. Do precise and accurate detailed work | 2.7 | 2.0 | - .7 |
| 8. Do a repetitive task following set procedures | 2.7 | 1.7 | -1.0 |
| 9. Deal effectively with people/customers | 2.6 | 2.4 | - .2 |
| 10. Show compassion for those with problems | 2.6 | 2.7 | + .1 |
| 11. Establish rapport with people of various backgrounds | 2.6 | 2.3 | - .3 |
| 12. Do simple arithmetic computations | 2.6 | 1.8 | - .8 |
| 13. Keep neat and accurate records | 2.6 | 2.2 | - .4 |
| 14. Negotiate between two or more people/groups | 2.5 | 2.3 | - .2 |
| 15. Solicit and make use of negative and positive feedback | 2.5 | 1.8 | - .7 |
| 16. Respect confidential records and information | 2.5 | 2.8 | + .3 |
| 17. Think and behave rationally in an emergency or confrontation | 2.5 | 2.1 | - .4 |
| 18. Sell a product/service | 2.5 | 1.8 | - .7 |
| 19. Carry out oral/written directions of some complexity | 2.5 | 2.5 | 0 |

Table 1 (continued)

| Ability to: | Employer | Women | Difference |
|---|---|---|---|
| 20. Refer others to sources of information and assistance | 2.5 | 2.6 | + .1 |
| 21. Adjust schedule to unexpected changes; be flexible | 2.4 | 2.6 | + .2 |
| 22. Interpret the feelings, ideas, and opinions of others | 2.4 | 2.8 | + .4 |
| 23. Instruct others | 2.4 | 2.1 | - .3 |
| 24. Set priorities | 2.4 | 2.0 | - .4 |
| 25. Be competitive; strive to better performance | 2.4 | 2.0 | - .4 |
| 26. Analyze a problem; do problem-solving | 2.4 | 1.9 | - .5 |
| 27. Evaluate a product using stated guidelines | 2.4 | 2.1 | - .3 |
| 28. Supervise or manage others | 2.4 | 2.2 | - .2 |
| 29. Learn new information, rules, or procedures | 2.4 | 2.1 | - .3 |
| 30. Use writing skills | 2.4 | 1.7 | - .7 |
| 31. Manage time and schedule activities | 2.3 | 2.0 | - .3 |
| 32. Use oral communication effectively | 2.3 | 2.1 | - .2 |
| 33. Meet accountability demands of others | 2.3 | 2.1 | - .2 |
| 34. Observe safety precautions on the job | 2.3 | 2.4 | + .1 |
| 35. Perform work under stress | 2.2 | 2.1 | - .1 |
| 36. Persuade or influence others | 2.2 | 1.9 | - .3 |

Table 2

Airline Reservation Agent Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Manage time and schedule activities | 2.4 |
| Advise people by telephone | 2.6 |
| Refer people to sources of information and assistance | 2.7 |
| Direct, control, and plan the activities of others | 2.0 |
| Do arithmetic computations | 1.9 |
| Learn new information quickly | 2.0 |
| Use a typewriter | 1.4 |
| Follow orders and accept supervision | 2.6 |
| Persuade others | 2.2 |
| Plan travel | 2.4 |
| Sell a product or service | 1.8 |
| Arrange group trips | 1.7 |
| Convey information by telephone | 2.5 |
| Obtain and verify information by telephone | 2.6 |
| Demonstrate knowledge of the United States and/or other countries | 2.1 |
| Use questioning skills | 2.2 |
| Use listening skills | 2.4 |

Table 3

Bank Clerk/Teller Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Make change quickly and accurately | 2.2 |
| Greet and serve large numbers of people while maintaining a pleasant, alert manner | 2.4 |
| Understand simple checking and saving accounts | 2.6 |
| Respect and safeguard the privacy and confidentiality of financial records and transactions | 3.0 |
| Learn details of new procedures quickly | 2.0 |
| Interpret an organization and its system for the delivery of services to the public | 2.0 |
| Demonstrate sensitivity to and awareness of community attitudes and concerns | 2.3 |
| Establish rapport with individuals of diverse backgrounds | 2.4 |
| Establish and maintain financial records | 2.2 |
| Use business forms | 2.0 |
| Deal effectively with customers | 2.3 |
| Work as a cashier | 1.6 |
| Use an adding machine | 1.8 |
| Be punctual and careful | 2.8 |
| Follow orders and accept supervision | 2.8 |
| Handle unpleasant confrontations cheerfully | 2.2 |
| Inspire trust | 2.8 |
| Think and behave rationally when dealing with an emergency | 2.6 |

Table 4

Claims Adjuster Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Develop and maintain current files | 2.3 |
| Keep records and prepare reports | 2.2 |
| Obtain and verify routine factual information | 2.6 |
| Present arguments and evidence to support a position | 2.3 |
| Establish rapport with individuals of diverse backgrounds | 2.4 |
| Determine the urgency of a problem and handle it appropriately | 2.5 |
| Respect the confidentiality of records and personal information | 2.9 |
| Deal with interpersonal problems | 2.5 |
| Identify the needs of a person in a crisis situation | 2.4 |
| Conduct negotiations with an awareness that compromise may be necessary | 2.4 |
| Establish priorities | 2.6 |
| Read insurance policies, contracts, legal agreements, etc. with understanding | 1.6 |
| Conduct a search of legal documents to obtain information | 1.8 |
| Select data to document a statement | 2.0 |
| Develop a plan to investigate a problem | 2.0 |
| Define and delimit the basic issues of a problem | 2.2 |
| Use contacts constructively when dealing with a problem | 2.2 |
| Gather information by interviews, confirming facts, and locating data | 2.2 |
| Prepare reports containing factual evidence | 2.0 |
| Do accurate detailed work | 2.0 |
| Perform work under stressful conditions | 2.2 |
| Do computations/arithmetic | 2.0 |
| Learn complex information | 2.0 |
| Elicit and convey information over the phone | 2.3 |
| Do fund raising by telephone | 1.5 |
| Demonstrate good oral communications skills | 2.4 |

Table 5

Credit/Collection Worker Skills

| Ability to: | Mean Self-Rating |
|---|---|
| Read, write, and speak English fluently | 2.8 |
| Understand legal and financial terms | 1.8 |
| Judge the value of cars, furnishings, and other objects | 2.2 |
| Establish and maintain detailed records | 2.1 |
| Encourage the development of "common sense" | 2.6 |
| Demonstrate knowledge of laws that can affect finances | 1.8 |
| Use techniques of conflict resolution | 1.8 |
| Be self-motivated, self-starting | 2.4 |
| Be competitive, strive to better performance | 2.4 |
| Work under close supervision | 2.0 |
| Remain calm, firm, and business-like during confrontations with people | 2.9 |
| Negotiate between people | 2.5 |

Table 6

Electronics Assembler Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Work steadily at repetitive manual tasks | 1.7 |
| Use a soldering iron | .6 |
| Read a blueprint or diagram | 1.1 |
| Explain how things work | 1.6 |
| Do arithmetic computations | 2.0 |
| Attend to detail | 2.2 |
| Do electrical and/or small appliance repairs | .7 |
| Assemble children's toys and/or play equipment | 1.4 |
| Do precise and accurate detailed work | 1.8 |
| Organize a project into its component parts and determine the sequence in which these activities need to be performed | 1.7 |
| Establish and maintain procedures to monitor work quality and quantity | 1.6 |
| Meet accountability demands of others | 1.9 |
| Observe safety precautions when using tools, equipment, and machines | 2.3 |
| Make mechanical repairs on household items | 1.0 |
| Do work utilizing hand tools | 1.5 |
| Do crafts, such as weaving, stained glass, macrame, jewelry making, etc. | 1.9 |
| Do knitting and crocheting and/or needlework | 2.0 |
| Be reliable and punctual | 2.8 |
| Be willing to continue learning new information | 2.8 |
| Work with hands quickly and with dexterity | 2.2 |

Table 7

Floral Designer Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Apply principles of color, texture, and design | 2.2 |
| Use aesthetic guidelines (balance, proportion, etc.) in planning floral arrangements | 1.6 |
| Use scissors, knives, and wire cutters | 2.0 |
| Maintain cut flowers in proper condition | 1.8 |
| Visualize how a completed floral arrangement should look | 1.8 |
| Identify flowers and plants by name | 1.6 |
| Interact pleasantly with customers | 2.4 |
| Do simple arithmetic computations | 2.0 |
| Establish and maintain financial or sales records | 2.1 |
| Follow directions and accept supervision | 2.4 |
| Sell a product or service | 1.8 |
| Use artistic sense | 2.0 |
| Be creative | 2.0 |

Table 8

Home Health Aide Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Work with the elderly | 0.2 |
| Work with young children | 2.1 |
| Supervise children | 2.1 |
| Show compassion for those with problems | 2.7 |
| Recognize and deal with medical emergencies | 2.0 |
| Think and behave rationally when dealing with an emergency | 2.6 |
| Provide standard first aid | 1.9 |
| Assure that a patient gets proper rest | 2.2 |
| Assure that a patient takes medication as ordered | 2.3 |
| Feed a patient | 1.8 |
| Maintain clean and hazard-free living quarters for a patient and/or family | 2.2 |
| Respect a patient's/family's need for privacy and confidentiality | 2.5 |
| Evaluate and adapt a home in terms of a patient's disability | 1.6 |
| Help a patient develop ways of coping with the demands of daily life | 1.6 |
| Assist a patient in the use of special equipment (wheel chair, crutches, etc.) | 1.2 |
| Encourage a patient to develop social skills | 1.8 |
| Care for the physical and emotional needs of a patient, family, and/or children | 1.9 |
| Maintain hygienic conditions for a patient | 1.6 |
| Provide for the physical and emotional comfort of a patient | 1.6 |
| Encourage and aid in the development of self-sufficiency for a patient within the limits of his/her illness | 1.7 |
| Document patient progress | 1.4 |
| Make oral reports about a patient | 1.8 |
| Recognize the side effects of common medication | 1.6 |
| Establish rapport with individuals of diverse backgrounds | 2.4 |
| Be tolerant of the varied life styles of people | 2.6 |
| Encourage the development of "common sense" | 2.6 |
| Perform work under stressful conditions | 2.2 |

Table 8 (continued)

| Ability to: | Mean Self-Rating |
|---|---|
| Follow orders and accept supervision | 2.7 |
| Direct, control, and plan the activities of others | 2.2 |
| Be self-directed | 2.4 |
| Be flexible | 2.6 |
| Plan menus and prepare meals | 2.4 |
| Demonstrate a knowledge of the basic rules of nutrition | 2.6 |
| Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetables, and dairy products | 2.7 |
| Evaluate the quality of purchases made | 2.7 |
| Observe special diet rules | 2.2 |
| Prepare and store food so as to conserve nutrients | 2.5 |

Table 9

Insurance Sales Agent Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Influence other people | 2.2 |
| Interpret the feelings, ideas, and opinions of others | 2.4 |
| Work under stressful conditions | 2.2 |
| Do arithmetic computations | 1.8 |
| Analyze a problem and act on that analysis | 2.2 |
| Obtain and verify information | 2.6 |
| Present arguments and evidence to support a position | 2.2 |
| Make an effective oral presentation | 2.0 |
| Select insurance policies and plans that best meet a family's needs and circumstances | 1.4 |
| Establish rapport with individuals of diverse backgrounds | 2.4 |
| Assess potential markets | 1.8 |
| Develop goals and plans for an activity within the constraints of time, money, and personnel | 2.2 |
| Evaluate effectiveness in meeting goals and timetables | 1.9 |
| Identify the resources (people, time, money, authority) needed to accomplish an objective | 2.4 |
| Establish and maintain procedures to monitor work quality and quantity | 1.8 |
| Solicit and make constructive use of positive and negative feedback | 1.8 |
| Keep records of individual or group progress | 2.2 |
| Use contacts constructively | 2.0 |
| Deal with rejection | 2.0 |
| Deal with adversity | 2.3 |
| Motivate people | 2.2 |
| Work independently | 2.6 |
| Do fund raising | 2.0 |
| Direct the sale of a product or service | 1.2 |
| Organize a sales program | 1.0 |
| Compete with others | 1.7 |
| Be self-directed | 2.2 |

Table 10

Personnel Worker Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Establish and maintain detailed records or files | 2.4 |
| Write accurate, complete reports | 2.3 |
| Respect and observe precautions concerning confidentiality of information | 2.9 |
| Follow complex procedures precisely | 2.1 |
| Follow orders and accept supervision | 2.6 |
| Learn details of new procedures quickly | 2.2 |
| Meet accountability demands of others | 1.9 |
| Use a typewriter | 1.3 |
| Establish and maintain fiscal records and procedures | 1.8 |
| Explain the rationale for various kinds and amounts of insurance (health, life, etc.) | 1.4 |
| Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel | 2.0 |
| Identify methods of evaluating effectiveness in meeting goals and objectives | 2.0 |
| Establish priorities based on the importance of each objective to goal attainment and on the resources available | 2.1 |
| Work creatively within the structure of relationships and the setting of an organization | 2.4 |
| Delegate responsibility and establish accountability methods to determine if these responsibilities have been met | 2.1 |
| Help people see the relevance of their organizational experience to their long-range career goals and/or personal development | 1.8 |
| Develop and maintain a system of evaluating job performance | 2.0 |
| Conduct salary administration and/or performance reviews | 1.6 |
| Handle out-placements and/or job terminations | 1.0 |
| Plan and implement programs for staff development | 1.6 |
| Deal with employee relations problems | 1.9 |
| Plan and monitor a retirement program | 1.2 |
| Plan and implement personnel policies | 1.6 |
| Prepare job descriptions | 1.7 |

Table 10 (continued)

| Ability to: | Mean Self-Rating |
|---|---|
| Select and/or recruit individuals for a variety of jobs | 1.8 |
| Provide orientation to personnel new to an organization | 2.0 |
| Arrange for and monitor the job training of personnel | 1.5 |
| Abide by an organization's standards | 2.3 |
| Obtain and verify routine factual information from individuals | 2.4 |
| Identify training needs | 2.1 |
| Develop training manuals | 1.2 |
| Determine the suitability of various training approaches for individuals with different backgrounds and experiences | 1.4 |
| Establish rapport with individuals of diverse backgrounds | 2.4 |
| Use questioning skills | 2.2 |
| Use listening skills | 2.6 |
| Negotiate with others | 2.3 |
| Deal with unpleasant confrontations | 2.0 |
| Be outgoing and gregarious | 2.2 |

Table 11

Photo Laboratory Technician Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Make fine color discriminations | 2.2 |
| Work steadily at simple repetitive tasks, following a set procedure | 1.9 |
| Follow directions | 2.6 |
| Train others | 2.5 |
| Supervise others | 2.6 |
| Sit still for long periods of time | 2.2 |
| Evaluate a product using stated guidelines | 2.4 |
| Do precise and accurate detailed work | 2.4 |
| Take responsibility | 2.7 |
| Follow orders and accept supervision | 2.6 |
| Learn and apply rules | 2.4 |

Table 12

Social Service Aide Skills
(Employed Women)

| Ability to: | Mean Self-Rating |
|---|---|
| Carry out oral or written instructions | 2.6 |
| Accept supervision | 2.8 |
| Learn and apply the rules of an organization or agency | 2.7 |
| Develop or maintain current files | 2.3 |
| Keep records and prepare reports | 2.2 |
| Understand and fill out forms | 2.3 |
| Articulate the philosophy of an organization or agency | 2.4 |
| Interpret an organization and its system for the delivery of services to the public and to people in need | 2.0 |
| Identify groups to whom social services should be directed | 2.2 |
| Identify representatives of other organizations or of the government who should receive information about organizational or agency activities | 2.0 |
| Keep others informed about progress in written or in oral form | 2.1 |
| Establish rapport with individuals of diverse backgrounds | 2.4 |
| Establish rapport with a person seeking advice | 2.4 |
| Serve as a "sounding board" for those with problems | 2.5 |
| Use questioning skills | 2.3 |
| Use listening skills | 2.4 |
| Respect and observe precautions concerning the confidentiality of information | 2.8 |
| Provide advice and informal counseling | 2.6 |
| Gather information by conducting interviews, confirming facts, and locating background information | 2.4 |
| Prepare reports containing factual data and documentary or other evidence | 2.0 |
| Motivate and persuade people | 2.0 |
| Do typing | 1.4 |
| Do clerical work (filing, etc.) | 2.0 |
| Make written or oral reports | 2.0 |
| Refer others to sources of information and assistance | 2.6 |

Table 12 (continued)

| Ability to: | Mean Self-Rating |
|---|---|
| Interpret for non-English speakers | .8 |
| Show compassion | 2.9 |
| Show empathy | 2.6 |
| Write clearly | 2.6 |
| Take constructive criticism | 2.4 |

Table 13

Correlation Between Women's Mean EDS Scale Self-Rating and Employers' Global Ratings of Their Job Performance

| | |
|---|---|
| Airline Reservation Agent | -.26 |
| Bank Clerk/Teller | .21 |
| Claims Adjuster | -.02 |
| Credit/Collection Worker | .61 |
| Electronics Assembler | .32 |
| Floral Designer | .46 |
| Home Health Aide | .54 |
| Insurance Sales Agent | .65 |
| Photo Lab Technician | .41 |

## Table 14

## Transferable Skills Comparison - Employed Women and Women in Vocational Education

| | Employed Women | Home Prac. | Diff. | Elec. Techs | Diff. | Med Rec Techs | Diff. |
|---|---|---|---|---|---|---|---|
| 1. Take responsibility | 2.4 | 2.4 | +0.2 | 2.7 | +0.3 | 2.8 | +0.4 |
| 2. Deal effectively with people/customers | 2.4 | 2.4 | 0 | 2.4 | 0 | 2.8 | +0.4 |
| 3. Adjust schedule to unexpected changes; be flexible | 2.6 | 2.3 | -0.3 | 2.4 | -0.2 | 2.2 | -0.4 |
| 4. Be self-directed and work independently | 2.3 | 2.8 | +0.5* | 2.3 | +0.1 | 2.8 | +0.5* |
| 5. Interpret the feelings, ideas, and opinions of others | 2.8 | 2.1 | -0.7* | 2.6 | -0.2 | 2.8 | 0 |
| 6. Instruct others | 2.1 | 1.8 | -0.3 | 2.0 | -0.1 | 2.0 | -0.1 |
| 7. Perform work under stress | 2.1 | 1.9 | -0.2 | 2.0 | -0.1 | 1.8 | -0.3 |
| 8. Negotiate between two or more people/ groups | 2.3 | 1.4 | -0.9* | 1.4 | -0.9* | 1.8 | -0.5* |
| 9. Persuade and/or influence others | 1.9 | 1.6 | -0.3 | 1.8 | -0.1 | 2.2 | +0.3 |
| 10. Follow orders and accept supervision | 2.6 | 2.3 | -0.3 | 2.6 | 0 | 2.8 | +0.2 |
| 11. Cooperate with others | 1.8 | 2.4 | +0.6* | 2.9 | +1.2** | 3.0 | +1.2** |
| 12. Solicit and make use of negative and positive feedback | 1.8 | 2.2 | +0.4 | 1.6 | -0.2 | 2.8 | +1.0** |
| 13. Manage time and schedule activities | 2.0 | 2.4 | +0.4 | 2.0 | 0 | 2.5 | +0.5* |
| 14. Set priorities | 2.0 | 2.6 | +0.6* | 2.1 | +0.1 | 2.2 | +0.2 |
| 15. Respect confidential records and information | 2.8 | 2.9 | +0.1 | 2.8 | 0 | 3.0 | +0.2 |
| 16. Be reliable, punctual, and conscientious | 2.7 | 2.8 | +0.1 | 2.8 | +0.1 | 2.8 | +0.1 |
| 17. Show compassion for those with problems | 2.7 | 2.4 | -0.3 | 2.6 | -0.1 | 2.8 | +0.3 |
| 18. Establish rapport with individuals of diverse backgrounds | 2.3 | 2.3 | 0 | 2.4 | +0.1 | 3.0 | +0.7* |
| 19. Think and behave calmly and rationally in an emergency | 2.1 | 2.0 | -0.1 | 1.7 | -0.4 | 2.5 | +0.4 |
| 20. Be competitive; strive to better performance | 2.0 | 2.1 | +0.1 | 2.0 | 0 | 2.5 | +0.5* |
| 21. Analyze a problem; do problem solving | 1.9 | 2.4 | +0.5* | 2.7 | +0.8* | 2.2 | +0.3 |
| 22. Use oral communication effectively | 2.1 | 1.8 | -0.3 | 2.4 | +0.3 | 2.0 | -0.1 |
| 23. Be precise and accurate detailed work | 2.8 | 2.6 | +0.8* | 2.6 | +0.8* | 2.5 | +0.5* |
| 24. Compile information | 2.2 | 2.4 | +0.2 | 2.4 | +0.2 | 2.2 | 0 |
| 25. Do a repetitive task following set procedures | 1.7 | 2.4 | +0.7* | 2.2 | +0.8* | 2.5 | +0.8* |
| 26. Evaluate a product using stated guidelines | 2.1 | 2.2 | +0.1 | 2.6 | +0.5* | 2.2 | +0.1 |
| 27. Supervise or manage others | 2.2 | 1.9 | -0.3 | 1.6 | -0.6* | 2.2 | 0 |
| 28. Sell a product/service | 1.8 | 0.6 | -1.2** | 1.5 | -0.3* | 1.8 | 0 |
| 29. Do simple arithmetic computations | 1.8 | 2.8 | +1.0** | 2.9 | +1.1** | 2.5 | +0.7* |
| 30. Learn and apply new information, rules, or procedures | 2.1 | 2.3 | +0.2 | 2.6 | +0.5* | 2.8 | +0.7* |
| 31. Meet accountability demands of others | 2.1 | 2.2 | 0 | 2.4 | +0.3 | 2.0 | -0.1 |
| 32. Carry out oral/written directions of some complexity | 2.3 | 2.1 | -0.4 | 2.2 | -0.2 | 2.5 | 0 |
| 33. Use writing skills | 1.7 | 1.7 | 0 | 2.2 | +0.5* | 2.5 | +0.8* |
| 34. Keep neat and accurate records | 2.2 | 2.2 | +0.1 | 2.7 | +0.5* | 2.5 | +0.3 |
| 35. Refer others to sources of information and assistance | 2.6 | 2.3 | -0.3 | 2.3 | -0.3 | 2.2 | -0.4 |
| 36. Observe safety precautions on the job | 2.4 | 2.6 | +0.2 | 2.7 | +0.3 | 2.8 | +0.4 |

* = Difference of ±0.5 to ±0.9
** = Difference of ±1.0 or greater

Table 15

Job-Specific Skills Self-Ratings for
Nine Adult Women Enrolled in Data Processing

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

| Ability to: | Mean |
|---|---|
| Use step-by-step logical reasoning | 2.7 |
| Carry out oral and written instructions of some complexity | 2.1 |
| Learn and apply rules | 2.8 |
| Use problem-solving and decision-making skills | 2.6 |
| Analyze and summarize data | 2.4 |
| Make inferences from data | 2.5 |
| Develop and use charts to describe a program's or project's work flow | 2.2 |
| Perform arithmetic operations with signed numbers | 2.8 |
| Do simple algebra | 2.3 |
| Use a pocket calculator | 2.9 |
| Use a typewriter/computer terminal | 2.4 |
| Think logically | 2.4 |
| Do mechanical or home repairs | 1.2 |
| Organize a project into its component parts and determine the order in which these must be performed | 2.6 |

Table 16

Job-Specific Skills Self-Ratings for
Nine Adult Women Enrolled in Electronics Technology

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

| Ability to: | Mean |
|---|---|
| Make electrical wiring and small appliance repairs | 1.2 |
| Identify an electrical circuit and its components | 1.1 |
| Make mechanical repairs on household items | 1.9 |
| Care for the equipment used in a home | 2.7 |
| Care for and make minor repairs on an automobile | 0.8 |
| Use common hand tools correctly and safely | 2.1 |
| Use common measuring instruments | 2.6 |
| Observe safe work habits in a workshop | 2.2 |
| Use safety precautions when working with tools and machinery | 2.2 |
| Identify common mechanical drawing instruments | 1.3 |
| Make pictorial drawings | 1.6 |
| Convert a pictorial drawing to a schematic drawing | 1.4 |
| Prepare scale drawings | 1.1 |
| Identify commonly used house wiring symbols | 1.2 |
| Detect potential safety hazards in items | 1.7 |
| Identify and correct safety problems such as worn wiring | 1.4 |
| Carry out oral and written directions of some complexity | 1.8 |
| Learn and apply rules | 2.6 |
| Organize a project into its component parts and determine the order in which these must be performed | 2.2 |

Table 16 (continued)

| Ability to: | Mean |
|---|---|
| Develop and use flow charts | 2.0 |
| Establish and maintain procedures to monitor work quality and quantity | 1.7 |
| Analyze a problem | 2.7 |
| Solve a problem | 2.6 |
| Do precise and accurate detailed work | 2.3 |
| Do a repetitive task following a set procedure | 2.2 |
| Do arithmetic computations | 2.7 |
| Do stained glass work, jewelry making, or other crafts that involve soldering | 0.9 |
| Do arts and crafts that involve etching | 1.0 |
| Build a radio, hi-fi, or other electronic items from a kit | 0.9 |

Table 17

Job-Specific Skills Self-Ratings for
Four Adult Women Enrolled in Medical Records Technology

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

| Ability to: | Mean |
|---|---|
| Abstract information with accuracy | 2.5 |
| Code and catalogue or index information | 2.0 |
| Recognize and summarize patient information | 2.5 |
| Demonstrate familiarity with medical terminology | 1.5 |
| Demonstrate a basic knowledge of human anatomy terms | 1.8 |
| Spell correctly | 2.8 |
| Use correct medical terminology for common diseases and injuries | 1.8 |
| Define common medical terms | 1.8 |
| Use medical dictionaries and other medical terminology references | 1.5 |
| Treat medical information as confidential | 2.2 |
| Do alphabetical and numerical filing accurately | 2.8 |
| Do precise and accurate detailed work | 2.5 |
| Carry out oral and written instructions of some complexity | 2.5 |
| Learn and apply rules | 2.8 |
| Respect and observe precautions concerning confidentiality of information | 3.0 |
| Read, understand, and explain medical consent forms | 2.2 |
| Use a medical library | 2.5 |
| Work in a hospital, nuring home, or other medical setting | 2.2 |
| Keep accurate records of health care | 1.5 |

Table 17 (continued)

| Ability to: | Mean |
|---|---|
| Gather information by locating background data | 2.2 |
| Assist with the maintenance of medical records | 1.5 |
| Use a typewriter | 2.2 |
| Develop and maintain current files | 2.2 |
| Keep records and prepare reports from them | 2.0 |
| Obtain and verify routine information | 2.0 |
| Prepare reports containing factual data | 2.0 |

## Appendix A

## Script for Job Competency Identification and Rating Sessions

Draft of Job Competencies Identification Procedure for Use with Employees and Supervisors in Selected Occupations

I. For each occupation, arrange for meetings of 9-12 entry-level workers and supervisors of entry-level workers employed in or near the field test cities.

1. Set dates, times, and location for two three-hour sessions with each group. These sessions should be roughly a week to 10 days apart.
2. Arrange for flip chart, markers, tape recorder and tapes. For the second session, job element blanks and pencils will be needed.
3. Group should be representative of employees working at the entry level and holding the job title being studied. About one-half should have held their jobs for at least one year, and be considered superior workers. The others should be supervisors of entry-level workers. If women are employed on the site in these categories, they should represent at least one-third of the group, to the degree possible. The group should also be multi-racial and multi-ethnic insofar as possible. The group members should participate willingly.
4. Arrange for an introduction by a union and/or company officer, who will express their support for the procedure.

II. Develop a list of task analysis

1. Describe purpose of study.

> "We are developing a way of matching the things that people have done and learned in their lives with the skills and competencies needed to perform well in a number of jobs. One of the jobs we are interested in is _____. We hope to help employers identify people who will do the job well.
>
> "You have been selected because your company has identified you as superior workers and supervisors."

2. Generate list of tasks involved in job.

> "The first thing we will do today is to make a list of the kinds of Tasks involved in the job of _____. Remember, these are the tasks that are required of the beginning worker.

"I will write down these tasks as you think of them. Don't be concerned if some of your suggestions are repetitive. If someone makes a suggestion that you do not agree with, be sure to say so and to suggest your own idea. After we have your list of job tasks, we will make a list of the skills and competencies needed to do each task.

What are the specific tasks that are performed by entry-level _____ workers?"

Develop task list. Be sure that this list describes actual activities done on the job. If someone mentions a skill or competency needed to do a task say, "that seems to describe a skill or competency underlying this task (or job). We will get to these skills in a few minutes." If the group gets into difficulty in describing the job tasks, you may ask "What are the things a beginning worker does every day in this job? "What does the person in this job do when s/he starts work each morning?" Brief job descriptions for each occupation are attached; these may be helpful in starting task descriptions if the group is reticent.

When the panel seems to have completed the task description, say:

"Are there any other tasks that beginning workers do that we have not listed?"

If there are, these should be written down. If not, a short break should be taken while the flip charts listing the job tasks are taped up so that everyone can see them during the next step, generating the list of skills and competencies underlying each task.

III. Generating the list of skills and competencies.

"Our next activity is to develop a list of the skills and competencies that are necessary to do each of these tasks. I will write down all suggestions, and you will each have the opportunity to rate all the skills and competencies which are generated. In this step, we are not concerned with the specific tasks that must be done to perform the job. Rather, we are concerned with the

underlying skills and competencies which are needed to perform an important job task or to carry out the job as a whole.

"The first task is _____. What skills and competencies are needed to do _____? Think of people who do this well. What skills and competencies do they have which make them superior workers? Or, consider barely acceptable workers you have known. Which skills and competencies did they lack? In other words, what makes an entry-level (specify title) superior? What gives a worker trouble if it is missing?

"Remember that the job we are concerned with is an entry-level position."

The job analyst should write down every panel suggestion, with the exception of specific credentials. Go through all the tasks.

When the panel seems to have completed a fairly exhaustive list, the job analyst says:

"Are there any other skills and competencies which have been excluded?" (Pause)

If there are, these should be written down. Continue as time allows. The list of skills and competencies attached can be used as stimuli if the panel is unable to generate many skills.

IV. Closing:

Thank participants. Tell them about the next session.

"On (date) we will be meeting again to rate these skills and competencies, so that we know which ones are most important to have, which ones superior workers have which most workers do not have, and which ones we should expect most of the applicants for the job to have.

"At the end of that session, we will be taking down information in order to issue checks to you. You should receive the checks within two weeks after that session."

Draft of Job Competencies Rating Procedure for Use with Employees and Supervisors in Selected Occupations

I. Meeting has already been arranged before first session, but some new materials are needed and certain things should be checked.
   1. Be sure that, as far as possible, the same group is coming back in its entirety to rate the competency lists.
   2. Arrange for duplicated lists of the job skills and competencies for each rater and for Job Competency Blanks and pencils (an example of the Blank is attached). No taping equipment will be necessary for this session.

II. Explain the rating procedure.
When the panel returns, they should each be given a duplicated list of their suggestions and a sufficient number of Job Competency Blanks to rate all suggestions. The job analyst should say:

"I would like you to rate a list of competencies and knowledge that, with your help and the help of others, have been previously identified as necessary for performing well in the type of job you do. Before we begin to rate these, I'd like to explain the type of form on which you will be doing the ratings. When I passed out the forms, I gave you a 3-digit number. This is your Rater Number and should be written in the space on the top left side of the Job Competency Blank. Does everyone have a number? (If not, give them one.) This number will help us keep the ratings of each of you separate. Also, please fill in the date and the page number in the spaces provided. Each time you begin a new sheet, please fill in this information. Please note that this information also needs to be filled in on all the other pages you use.

"You can see that the space marked Job has already been filled in with your occupation or the one of your supervisor and a 2-digit number. This number will be used when we key the information into the computer. There are other spaces for numbers after each blank; please do not mark these since they will be filled in later.

"In the space labeled Rater Job Title please indicate your present title. Then please circle the appropriate letter where it

says Rater Sex. We would also like you to fill in the name of your company and your division, if that is appropriate, in the space labeled Company Name.

"Since we are using the same procedure at sites in several metropolitan areas, we are asking you to record which Area you located in. Finally, would you please indicate if you were involved in the identification of these competencies by circling the Y next to where it says Previous Participation. If this is the first time you have met with us, please circle the N. Before we go on, does anyone have any questions? (If so, pause to answer them.)

"Please look at the list of competencies we handed out. You will notice that each one is numbered; use this number when rating each competency. It should be placed in the column labeled Competency Number and then proceed with each of the two ratings.

"Under the heading labeled Worker, rate each competency on the performance level expected of the worker. Is it a competency found only in superior workers, average/adequate workers, is it a minimum competency, or is it not relevant to this particular job?

"As an example, consider a competency called "The ability to quickly and accurately add a column of two-digit numbers." From your knowledge of the first year of training for this occupation, is this something only superior workers can do? If it is, you would give it a rating of 3. Is it something someone considered an averagely competent worker can do? If it is, you should give it a 2 as a rating. If it is something required for minimum competence in this occupation, a rating of 1 should be used. A zero rating would indicate a competency which you feel is not related to your occupation.

"Next we are interested in your opinion about another measure of the competency's importance to your job. We would like to know when an employee would need to acquire the competency. If the person would need to have this competency before they were employed, you would give it a rating of 3. If the competency could be acquired while on the job, give it a rating of 2. A rating of 1 would indicate that it is not necessary for adequate performance on the job, but it is desirable to know for advancement

on the job. And, again, a rating of 0 says that the competency is not relevant to this job.

"Please remember that on each line of your rating sheet there should be a competency number, a Worker rating, and an Acquisition of Skill rating. Are there any questions? (If so, pause to answer them.)

"We are interested in your individual ratings, so we ask that you work independently. If you have a question about the meaning of a competency or knowledge, raise your hand and we will attempt to clarify it.

"We have extra sheets and pencils here. If you have a question about filling out the form, I will be glad to help you. I will announce (one or two) breaks during the rating session. We have (approximately 2 to 2 1/2 hours) to complete the ratings. When you have finished the ratings, put your sheets in order and bring them to me. At that time, we will have you write your name, address, and Social Security number on a separate sheet so that we can arrange for checks to be issued and mailed to you. We'd like to thank you all for agreeing to participate in the project --your help is invaluable to us.

"Are there any questions before we begin?" (If so, answer them.)"

Breaks of about 10 minutes should be announced every hour. Participants should be warned when they have 30 minutes left to complete the ratings.

3. Collect rating sheets. As participants bring them up, check that the information on the first sheet is filled out, that all knowledges and competencies have been rated twice, once in each column, and that the rater has filled in the rater number and page number on each sheet, and has put the sheets in order. Staple them together, thank the participant, mention that their check should arrive within two weeks, and offer to send a copy of the results if they make a note to that effect by their name on the name/address/S.S. number sheet.

Rater No. _____ Page ____ of ____



## JOB COMPETENCY BLANK

Job _____ __ Rater Job Title _____ __

Rater Sex M F __ Company Name _____ __

Area _____ __ Previous Participation Yes No __

| Competency No. | Worker | Acquisition of Competency |
|---|---|---|
| Check that the number you fill in corresponds to the competency you are rating | 3 = Competency found only in superior workers<br>2 = Competency necessary for average/adequate job performance<br>1 = Minimum competency for job<br>0 = Not relevant | 3 = Employee must know to enter job<br>2 = Can be learned on job<br>1 = Desirable to learn for advancement<br>0 = Not relevant |
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## Appendix B

## Employer and Vocational Educator

## Interview Discussion Record Forms

Project ACCESS - Employer's Occupational Competency Interview

Name _____

Job Title _____

Type of Business, Industry, or Service _____

Date _____ City/State _____

Occupation:

Airline reservation agent ___
Bank clerk ___
Collection worker ___
Floral designer ___
Homemaker-home health aide ___
Insulation worker ___
Insurance claims adjuster ___
Insurance sales agent ___
Personnel/employee benefits worker ___
Photo lab technician ___
Social service aide ___
Other (specify) _____

1. Do most people entering this job learn it from:

on-the-job training ___
training elsewhere ___
(If elsewhere, what kind of training and where obtained _____
_____)

2. What are the kinds of competencies you look for when you are hiring someone to enter this job?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. What are the kinds of skills or past experiences that help a person learn this job easily?

4. What are the qualities that make for a superior entry-level worker in this job?

5. If a person is a superior entry-level worker in this job, is s/he promoted or advanced to another job or level? Yes ___ No ___

(If yes, what is that job level? _____

_____

_____

_____)

(If yes, what other qualities, in addition to those already discussed, are necessary to be promoted or advanced? _____

_____

_____

_____)

Project ACCESS - Vocational Educator Competency Interview

Name _____

Job Title _____

School/College/Program _____

Department/Specialty _____

Date _____ City/State _____

Career trained for in program:

| | | | |
|---|---|---|---|
| Cook/chef | ___ | Lithographer | ___ |
| Credit manager | ___ | Medical record technician | ___ |
| Dispensing optician | ___ | Occupational therapy assistant | ___ |
| Drafter | ___ | Plumber | ___ |
| Engineering/science technician | ___ | Respiratory therapy technician | ___ |
| Library technician | ___ | Welder | ___ |

Other (specify) _____

1. Are there any special courses that are required prerequisites to enter this program? Yes ___ No ___

   (If yes, what? _____

   _____

   _____

   _____)

2. Do you have any system to screen, interview, or select students who enter this program? Yes ___ No ___

   (If yes, describe the process _____

   _____

   _____

   _____

   _____)

(If yes, what kinds of skills, previous experience, and personal qualities do you look for in someone entering this program? _____

_____

_____

_____

_____

_____)

3. What are the courses or training components usually <u>required</u> of all students in this program? _____

_____

_____

_____

_____

4. Do you ever exempt a student from one of these courses or components?

Yes ___ No ___

(If yes, what kind of skills or previous experiences are necessary for exemption? _____

_____

_____

_____

_____

_____

5. What kinds of skills or previous experiences make it easy for a student to learn what is taught in this program? _____

_____

_____

_____

_____

_____

6. What are the qualities that help a student do well in this program?

_____

_____

_____

_____

_____

_____

_____

7. Are there other things, beside what you teach and what we have discussed, that are important for a person to be successful in a career as a _____? Yes ___ No ___

(If yes, what are they? _____

_____

_____

_____

_____

_____)

## Appendix C

## Draft Occupational Rating Lists

## Airline Reservation Agent Rating List

Ability to:

- Manage time and schedule activities
- Set priorities
- Advise people by telephone
- Refer people to sources of information and assistance
- Demonstrate knowledge of the United States and/or other countries
- Speak a foreign language
- Do accurate detailed work
- Direct, control, and plan the activities of others
- Adjust to a variety of activities and to unexpected changes
- Do a repetitive task following set procedures
- Do arithmetic computations
- Speak accent-free English
- Answer questions quickly and accurately
- Work under pressure
- Memorize information
- Learn new information quickly
- Type 20 words per minute or faster
- Work at a regular pace
- Resist distraction
- Obtain and verify information by phone
- Convey information by phone
- Sit still for long periods of time
- Use a computer
- Use a typewriter
- Perform clerical tasks
- Follow orders and accept supervision
- Keep records and prepare reports
- Use communication skills to persuade others
- Keep others informed of progress in writing or verbally
- Establish rapport with individuals of different backgrounds
- Use questioning skills

Airline Reservation Agent Rating List (continued)

Use listening skills
Know how to use business forms
Deal effectively with customers
Maintain correspondence with customers
Sell a product or service
Coordinate several simultaneous activities
Establish work flow and work loading procedures
Establish or maintain and monitor work quality and quantity
Solicit and make constructive use of negative and positive feedback
Manage effectively in high pressure situations
Meet accountability demands of others
Use problem-solving and decision-making skills

Experience in:

Planning travel
Paid work as a reservation or travel agent
Paid work as a stewardess
Office work (typing, filing)
Selling a product or service
Arranging group trips

Personal characteristics:

Tact
Good telephone manner
Good oral communication skills

## Bank Clerk/Teller Rating List

Ability to:

- Do arithmetic computations quickly
- Establish and maintain neat, accurate, detailed financial records
- Make change quickly and accurately
- Follow moderately complex procedures precisely
- Type 40 words per minute
- Use computerized records and enter information into them
- Handle unpleasant confrontations cheerfully
- Greet and serve large numbers of people while maintaining a pleasant, alert manner
- Demonstrate understanding of simple checking and saving accounts
- Accept constructive criticism and benefit from it
- Follow orders and accept supervision
- Explain and interpret bank policies and services clearly and tactfully
- Understand and explain financial and legal terms
- Obtain and verify factual information regarding customers' financial status tactfully
- Demonstrate respect for and willingness to safeguard the privacy and confidentiality of customers' financial records and transactions
- Learn details of new procedures and services quickly
- Work under pressure
- Inspire trust
- Work steadily at repetitive tasks
- Take responsibility
- Translate information and facts to a level of understanding appropriate for the customer/client
- Interpret an organization and its system for delivery of services to the public
- Demonstrate sensitivity to and awareness of community attitudes and concerns
- Investigate credit options
- Describe how to shop for a loan or mortgage
- Select bank accounts, savings plans, and investments that best meet a family's needs and circumstances

Bank Clerk/Teller Rating List (continued)

Establish rapport with individuals of diverse backgrounds

Think and behave rationally when dealing with an emergency

Prepare budget projections based on cost trends and/or historical analysis

Present the rationale and justification for a budget

Establish and maintain fiscal records and procedures that will meet external audit requirements

Plan an investment program to meet specified needs and objectives

Monitor an investment program and evaluate its effectiveness

Plan and execute short-term investments

Discuss the social implications of investment decisions

Obtain information about the economic condition and activities of a company before making investment decisions

Assess needs to determine what financial support is required

Describe the essential elements of sales contracts related to the purchase of cars, household appliances, home furnishings, home improvements, and services

Demonstrate use of business forms

Deal effectively with customers

Demonstrate a knowledge of the various types of investments and their advantages/disadvantages

Demonstrate knowledge of laws that can affect finances

Identify potential sources of financial support

Obtain financial support for an activity or program

Describe the legal differences in various forms of home ownership and the advantages/potential problems of each

Prepare and send out default notices

Establish and maintain procedures to monitor work flow and quality

Manage effectively in high pressure situations

Process data

Make inferences from data

Make conclusions and recommendations from data

Analyze and summarize data

Bank Clerk/Teller Rating List (continued)

Experience in:

- Cashier work
- Retail sales
- Clerical work
- Using an adding machine
- Making and submitting budgets
- Bookkeeping and accounting
- Using a computer terminal
- Handling credit
- Obtaining and repaying loans
- Customer relations

Personal Characteristics:

- Good memory for details
- Punctual and careful in work habits
- Outgoing and cheerful
- Enjoys work with numbers
- Self-starting
- Conscientious

## Claims Adjuster Rating List

Ability to:

- Manage time
- Set priorities
- Develop and maintain current files
- Keep records and prepare reports
- Obtain and verify routine factual information
- Present arguments and evidence to support a position
- Identify the people in agencies, organizations, and services who can eliminate "red tape"
- Translate information and facts to a level of understanding appropriate to an individual's background and experience
- Develop written materials
- Make an oral presentation
- Provide information about agencies that can help with problems
- Establish rapport with individuals of diverse backgrounds
- Establish rapport with a person seeking advice
- Serve as a "sounding board" for those with problems
- Identify problems and difficulties
- Determine the urgency of a problem and handle it appropriately
- Respect the confidentiality of records and personal information
- Deal with interpersonal problems
- Prevent or limit conflict between individuals
- Identify the needs of a person in a crisis situation
- Provide advice and informal counseling
- Conduct negotiations with an awareness that compromise may be necessary
- Establish priorities when dealing with an emergency
- Select the legal services and processes appropriate for a problem
- Read insurance policies, contracts, legal agreements, etc., with understanding
- Conduct a search of legal documents to obtain information
- Coordinate simultaneous projects or activities
- Organize a project into its component parts and determine the sequence in which these activities should be performed

Claims Adjuster Rating List (continued)

Establish work flow and work loading procedures

Delegate responsibility and establish methods to determine if these responsibilities have been met

Monitor work quality and quantity

Keep records of individual and group progress

Build good working relationships with others

Use problem-solving and decision-making skills

Select data to document a statement

Develop a plan to investigate a problem

Define and delimit the basic issues of a problem

Identify the individuals and groups concerned with a problem

Identify individuals and groups that can help with a problem

Use contacts constructively when dealing with a problem

Use reference resources

Gather information by conducting interviews, confirming facts, and locating data

Make inferences from data

Make field investigations and prepare related reports

Prepare reports containing factual data and documentary (or other) evidence

Do accurate detailed work

Adjust schedule to a variety of activities and unexpected changes

Do repetitive work following a set procedure

Influence other people

Interpret the feelings, ideas, and opinions of others

Perform work under stressful conditions

Instruct others

Do computation/arithmetic

"Think on your feet"

Learn complex information

Read or scan files and forms with understanding

Deal assertively with professionals in several fields

Claims Adjuster Rating List (continued)

Elicit and convey information over the phone

Experience in:

Daily office work (filing, typing, etc.)

Phone solicitation

Personal characteristics:

Good oral communications skills

## Collections Worker Rating List

Ability to:

- Read, write, and speak English fluently
- Work under close supervision
- Understand legal and financial terms
- Understand and follow moderately complex procedures for making loans, checking credit, verifying employment, and closing loans
- Remain calm, firm, and business-like during confrontations with hostile persons
- Judge the value of cars, furnishings, and other objects/properties as collateral for loans
- Do repetitive work on the telephone
- Establish and maintain detailed records or files
- Write accurate, complete reports
- Read and understand financial statements (profit and loss, balance sheet)
- Maintain a regular rate of contacts with debtors
- Maintain personal detachment from the work
- Explain and interpret legal and financial procedures orally and in writing
- Suggest methods of making payment and obtain agreement from the debtor
- Take command of the conversation and bring debtors to the point of acknowledging the debt and committing themselves to repay it
- Use computerized credit records, assessing and entering information
- Instruct and train others to make calls
- Supervise others
- Manage a credit office
- Learn to judge and evaluate applications
- Deal with other people
- Evaluate information
- Influence other people
- Perform work under stressful conditions
- Negotiate between people
- Persuade others
- Analyze a problem

Collections Worker Rating List (continued)

Compile information about a problem

Encourage the development of "common sense"

Respect and observe precautions concerning confidentiality of information

Conduct negotiations with an awareness of the necessity of compromise

Establish procedures that encourage fiscal responsibility

Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records

Establish and maintain fiscal records and procedures that will meet external audit or accountability requirements

Describe the essential elements of sales contracts related to the purchase of cars, household appliances, home furnishings, home improvements, and services

Collect and record monies due

Demonstrate knowledge of laws that can affect finances

Prepare and send out default notices

Use techniques of conflict resolution

Meet accountability demands of others

Experience in:

Retail sales

Managing a small business or franchise

Insurance investigation

Clerical work

Paralegal work

Telephone soliciting

Fund raising door-to-door

Obtaining and repaying loans

Handling credit

Making and submitting organizational budgets or committee budgets

Bookkeeping and accounting for organization

Obtaining small grants

Leading and motivating people to accomplish tasks

Work in a bank

Collections Worker Rating List (continued)

Personal Characteristics:

- Self-motivated, self-starting
- Competitive, strives to better performance
- Ambitious to earn high income
- Outgoing and gregarious
- Enjoys working on commission
- Good credit rating
- Able to be bonded
- Good driving record

## Electronics Assembler Rating List

Ability to:

- Demonstrate fine manual dexterity
- Work steadily at highly repetitive manual tasks
- Wire circuit boards
- Differentiate between components
- Use a soldering iron
- Read blueprints, schematics
- Build prototype circuits from sketches, verbal instructions
- Demonstrate interest in how things work; fixing things
- Do arithmetic computations
- Learn computer language, data processing
- Attend to detail
- Train others
- Supervise others
- Do electrical wiring and/or small appliance repairs
- Assemble children's toys and/or play equipment
- Do precise and accurate detailed work
- Prepare scale drawings
- Demonstrate skills in arts and crafts
- Organize a project into its component parts and determine the sequence in which these activities need to be performed
- Establish work flow procedures
- Develop and use flow charts and other visual materials to describe work flow
- Establish and maintain procedures to monitor work quality and quantity
- Meet accountability demands of others
- Care for and maintain household equipment
- Observe safety precautions when using tools, equipment, and machines
- Make mechanical repairs on household items

Experience in:

- Packing and stock work
- Factory experience in light industry

Electronics Assembler Rating List (continued)

Work utilizing fine hand tools

Fine arts, such as painting or sculpture

Crafts, such as weaving, stained glass, macrame, jewelry making, doll and toy making, etc.

Knitting and crocheting

Needlework (needlepoint, embroidery, crewel)

Making clothes for children, adults

Furniture building or repair

Personal characteristics:

Reliable and punctual

Willing to do shift work

Good color discrimination

Steady hands

Willing to continue learning new technical information

Strong interest and ability in mathematics

## Floral Designer Rating List

Ability to:

- Demonstrate fine manual dexterity
- Use scissors, knives, and wire cutters
- Apply principles of color, texture, and design in floral arranging
- Identify aesthetic guidelines for evaluating and planning floral arrangements (balance, proportion, etc.)
- Demonstrate knowledge and skills related to planting and transplating
- Demonstrate knowledge of plant maintenance
- Maintain cut flowers in proper condition
- Cope with problem insects and pests
- Visualize completed arrangements
- Demonstrate knowledge of seasonal availability of flowers
- Demonstrate knowledge of plant names
- Work quickly and steadily at repetitive tasks
- Follow directions and accept supervision
- Quote prices for arrangements based on the number and type of flowers used and work put in
- Establish and maintain financial or sales records
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records
- Act as a cashier
- Do simple arithmetic computations
- Interact pleasantly with customers
- Persuade customers to accept a substitute when the flowers desired are unavailable
- Show customers arrangements that can be bought for a given price
- Design newspaper and magazine ads for flower shops
- Assist customers in selecting flowers or floral arrangements
- Use a typewriter
- Hand-letter attractively
- Supervise others
- Train others
- Work under pressure

Floral Designer Rating List (continued)

Deal with people
Evaluate a product
Sell a product or service

Experience in:

Retail sales
Lawn and garden maintenance
Drawing or painting
Sculpting
House plant care
Bookkeeping
Landscaping and garden design
Flower arranging
Growing flowering plants

Personal characteristics:

Able to stand on feet many hours at a time
Outgoing and gregarious
Good color vision
Available to work evenings and weekends
Artistic sense
Creativity

## Home Health Aide Rating List

Ability to:

- Keep patient clean
- Keep patient as physically attractive as disease allows
- Assure that patient gets proper rest
- Assure that patient takes medication as ordered
- Observe patient for unusual symptoms or signs
- Feed patient
- Prepare and store food so as to conserve nutrients
- Maintain clean and hazard-free living quarters for patient/family
- Launder garments, towels, and linens according to manufacturers' directions
- Baby-proof a home
- Provide standard first aid
- Do cardio-pulmonary resuscitation
- Change sterile dressing
- Assist patient in the use of toilet facilities
- Make observational records of patients
- Make oral reports about patients
- Recognize the common side effects of medication
- Help patients develop ways of coping with the demands of daily life
- Relate to patient/family and doctors, visiting nurses, social workers in a responsible, courteous, caring manner
- Respect patient's/family's need for privacy and confidentiality
- Evaluate and adapt a home in relation to a patient's disability
- Understand how to transfer and transport patients/clients
- Assist patient in use of special equipment (wheel chair, crutches, braces)
- Encourage the patient to develop social skills
- Refer others to sources of information and assistance
- Supervise children
- Care for the physical and emotional needs of patient/family/children
- Teach or train groups or individuals in preventive or remedial health care
- Carry out oral and written instructions and directions
- Establish rapport with individuals of diverse backgrounds

Home Health Aide Rating List (continued)

Encourage the development of "common sense"

Demonstrate understanding of and rapport with children

Keep others informed of patient progress

Work with the elderly

Work with physically handicapped persons

Work with seriously ill patients

Work with young children

Follow orders and accept supervision

Direct, control, and plan the activities of others

Adjust schedule to a variety of activities and to frequent, unexpected changes

Influence other people

Interpret feelings, ideas, and opinions of others

Perform work under stressful conditions

Negotiate between two or more people

Instruct others

Supervise others

Be self-directed

Demonstrate familiarity with the community

Provide information about agencies that can help with health, home, family, and other problems

Identify and use resources in the community that can enrich the life of the ill, elderly, or handicapped

Demonstrate sensitivity to and awareness of community attitudes and concerns

Observe special diet rules

Plan menus and prepare meals

Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetables, and dairy products

Evaluate the cost and nutritional value of alternative methods of preparing the same foods

Evaluate the quality of purchases made

Serve attractive and palatable meals

Home Health Aide Rating List (continued)

- Prepare meals or adapt recipes to meet special diet needs
- Demonstrate knowledge and understanding of the basic rules of nutrition
- Detect potential health and safety hazards
- Identify and correct conditions in the home that are fire or safety hazards
- Manage the overall maintenance of a home
- Show compassion for those with problems
- Recognize the nonverbal cues and behaviors that indicate tensions or problems
- Recognize and deal with medical emergencies
- Think and behave rationally when dealing with an emergency
- Budget existing funds
- Establish procedures to monitor income and expenditures
- Maintain hygienic conditions for a patient
- Document patient progress
- Maintain needed supplies for a patient
- Recognize and provide for the psychological/social needs of the ill or elderly
- Provide for the physical and emotional comfort of a patient
- Plan for and help patient enjoy appropriate exercise and recreation
- Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness

Experience in:

- Teaching or teacher's aide
- Nursing assistant
- Hospital volunteer
- Homemaking
- Parenting
- Care of ill, handicapped, or elderly family member
- Counseling
- Household work/cleaning service
- Volunteer first aid/rescue squad

Personal characteristics:

- Flexibility

Home Health Aide Rating List (continued)

A tolerance for varied life styles of people
Good health
Willingness to ask questions and bring up problems
Punctuality
Dependability

## Insurance Sales Agent Rating List

Ability to:

- Plan, direct, and supervise the activities of others
- Adjust schedule to a variety of activities and frequent changes
- Influence other people
- Interpret the feelings, ideas, and opinions of others
- Work under stressful conditions
- Instruct others
- Do arithmetic computations
- Analyze a problem and act on that analysis
- Sell a product or service
- Keep records and prepare reports
- Obtain and verify factual information
- Interpret an organization and its systems for the delivery of services to the public and to people in need of assistance
- Identify target audiences
- Identify communications technique(s) appropriate to an audience
- Publicize and promote organizational materials
- Present arguments and evidence to support a position
- Use communication skills to persuade others
- Organize and conduct meetings
- Keep others informed about progress in a written or verbal form
- Translate information and facts to a level of understanding appropriate to the background and experience of an audience
- Make an effective oral presentation to a group
- Show sensitivity to and awareness of community attitudes and concerns
- Select insurance policies and plans that best meet a family's needs and circumstances
- Establish rapport with individuals of diverse backgrounds
- Respect and observe precautions regarding confidentiality of information
- Provide advice and informal counseling when necessary
- Conduct negotiations with an awareness that compromise may be necessary
- Establish or maintain financial or sales records

Insurance Sales Agent Rating List (continued)

Establish or maintain fiscal records and procedures that will meet audit or accountability requirements

Demonstrate the rationale for various kinds and amounts of insurance

Assess potential markets

Deal effectively with customers

Maintain correspondence with customers

Read an insurance policy with understanding and to interpret it

Develop goals and plans for an activity within the constraints of time, money, and personnel

Identify methods of evaluating effectiveness in meeting goals and timetables

Identify the resources (people, time, money, authority) needed to accomplish an objective

Coordinate several simultaneous projects

Delegate responsibility and establish accountability methods to determine if those responsibilities have been met

Establish and maintain procedures and monitor work quality and quantity

Solicit and make constructive use of positive and negative feedback

Keep records of individual or group progress

Use methods of conflict resolution

Prepare cost estimates

Assess the impact of different factors on a problem

Use contacts constructively

Make field investigations and prepare reports

Train others

Deal with rejection

Deal with adversity

Motivate people

Process information quickly

Adapt to different types of people

Deal with people non-judgmentally

Work independently

Insurance Sales Agent Rating List (continued)

Experience in:

- Fund raising
- Direct sales of a product or service
- Organizing a sales program
- Training others
- Supervising others
- Retail sales
- Money management

Personal characteristics:

- Empathy
- Desire for advancement, achievement, success
- Self-confidence
- Competitiveness
- Good listener
- Self-direction
- Familiarity with the community
- Strong ego
- Gregarious

## Personnel Worker Rating List

Ability to:

- Read, write, and speak English fluently
- Understand legal and financial terms
- Establish and maintain detailed records or files
- Write accurate, complete reports
- Explain and interpret legal and financial procedures orally and in writing
- Compile information about a problem
- Respect and observe precautions concerning confidentiality of information
- Demonstrate knowledge of laws that can affect finances
- Do arithmetic computations quickly and accurately
- Follow complex procedures precisely
- Use computerized records and enter information into them
- Follow orders and accept supervision
- Learn details of new procedures quickly
- Work steadily at repetitive tasks
- Adjust to a variety of activities and to unexpected changes
- Meet accountability demands of others
- Use a typewriter/computer terminal
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements
- Plan an investment program in keeping with organizational needs and objectives
- Monitor an investment program and evaluate its effectiveness
- Demonstrate knowledge of the fundamentals of investment by explaining which investments were made or considered and why
- Demonstrate the rationale for various kinds and amounts of insurance (health, life, tenant, auto, etc.)
- Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel
- Identify methods of evaluating effectiveness in meeting goals and objectives
- Establish priorities based on the importance of each objective to goal attainment and on the resources available
- Work creatively within the structure of relationships and the setting of an organization

Personnel Worker Rating List (continued)

Coordinate the execution of simultaneous projects

Develop and use flow charts, pert charts, and other visual materials to describe the program's or project's work flow

Delegate responsibility and establish accountability methods to determine if these responsibilities have been met

Solicit and make constructive use of negative and positive feedback

Help workers to see the relevance of their organization experience to their long-range career goals and/or personal development

Develop and maintain a system of evaluating records of job performance

Conduct salary administration and performance reviews for paid workers

Handle out-placements and terminations

Prepare a staffing plan and present the rationale for it

Help supervisors deal with personnel problems

Plan and implement programs for staff development

Demonstrate knowledge of state and federal laws for employee compensation and benefits

Deal with employee relations problems and develop programs to meet employee relations needs

Plan and monitor a retirement program

Plan and implement personnel policies and review them regularly for needed changes

Develop an affirmative action program and monitor compliance

Develop practical plans of identifying needs, time, costs, and personnel

Prepare job descriptions

Select and/or recruit individuals for a variety of jobs

Develop and use techniques that will minimize conflicts between personnel

Prepare advertisements to recruit personnel

Provide orientation to personnel new to an organization

Arrange for and monitor the job training of personnel

Demonstrate a knowledge of the psychological principles which govern people's behavior in a work situation

Prepare cost estimates for the use of personnel and their time

Determine the cost-effectiveness of alternative plans for personnel allocation

Personnel Worker Rating List (continued)

Abide by an organization's standards

Use problem-solving and decision-making skills

Identify areas where change is needed

Select methods and data which will document the need for change

Develop plans for investigating a problem area

Assess the impact of different factors on a problem area by various data collection techniques, such as interviewing, surveying, public discussions, etc.

Obtain and verify routine factual information from individuals

Develop training manuals

Identify training needs

Determine the suitability of various training approaches for individuals with different backgrounds and experiences

Establish rapport with individuals of diverse backgrounds

Demonstrate questioning skills

Demonstrate listening skills

Read with understanding and interpret insurance policies, medical consent and release forms, contracts, and legal agreements

Describe employees' legal rights in regard to benefits, such as pension, profit-sharing, life insurance, health insurance, and stock options

Persuade others

Negotiate with others

Deal with unpleasant confrontations

Work with different types of professionals (doctors, lawyers, insurance people)

Experience in:

Paralegal work

Insurance work

Legal secretarial

Nursing

Administration

Employment counseling

Union represention

Personnel Worker Rating List (continued)

Business
Computer programming
Banking
Teaching
Training

Personal characteristics:
Flexibility
Outgoing and gregarious
Well organized
Attention to detail
Good communications skills (both verbal and written)

## Photo Laboratory Worker Rating List

Ability to:

- Make fine color discriminations
- Use safety precautions in working with chemical solutions
- Demonstrate good eye-hand coordination
- Work steadily at simple, repetitive tasks following a set procedure
- Follow directions
- Measure and mix chemicals
- Learn to operate several different types of machines
- Do simple arithmetic computations
- Demonstrate interest in mechanical processes
- Train others to operate machines
- Supervise others
- Cooperate with coworkers
- Sit still for long periods of time
- Evaluate a product using stated guidelines
- Do precise and accurate detailed work
- Take responsibility
- Follow orders and accept supervision
- Learn and apply rules
- Demonstrate skills in arts and/or crafts

Experience in:

- Work as an assembler
- Work in a factory
- Amateur photography

Personal characteristics:

- Not allergic to photo chemicals
- Punctual
- Able to do shift work
- Patient
- Dependable

## Social Service Aide Rating List

Ability to:

- Manage time and schedule activities
- Organize and schedule work and people
- Set priorities
- Coordinate an activity
- Compile information about a problem
- Write clearly
- Perform clerical tasks
- Type 20 words per minute
- Carry out oral or written instructions
- Accept supervision
- Learn and apply the rules of an organization or agency
- Use office equipment
- Develop or maintain current files
- Keep records and prepare reports
- Interview to elicit and record background information
- Understand and fill out forms
- Check public records for information
- Articulate the philosophy of an organization or agency
- Interpret an organization and its system for the delivery of services to the public and to people in need
- Identify target groups to whom services should be directed
- Identify representatives of other organizations or of the government who should receive information about organizational or agency activities
- Establish interchange with representatives of various interest groups
- Present arguments and evidence to support a position
- Organize and conduct meetings
- Keep others informed about progress in written or in oral form
- Identify those people in community agencies, organizations, and services who can eliminate "red tape"
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience
- Make an effective oral presentation to a group

Social Service Aide Rating List (continued)

Serve as an interpreter or translator

Demonstrate familiarity with the community and its concerns

Identify and direct others to counseling services

Provide information about agencies that can help with health, home, family, and other problems

Make referrals to drug assistance programs

Arrange for assistance to released prisoners

Arrange for psychiatric help

Identify legal resources and services to help with physical or emotional health problems

Identify legal resources and services to help with legal, financial, consumer, drug, or alcohol problems

Identify legal resources and services to help with problems of age, sex, or race discrimination

Use information resources to locate community services and facilities

Describe the various kinds of federal, state, and local aid available for people, who is eligible, and how to obtain this assistance

Identify and refer others to tenant's rights, welfare rights, block associations, and other "grass roots" groups

Explain how organizational and community structures relate to a problem and to its potential solutions

Identify resources in the community that may enrich the life of the ill, elderly, or handicapped

Identify and direct others to resources relevant to different cultural, ethnic, and religious heritages

Select living quarters to meet a family's needs and circumstances

Describe the rights and responsibilities of a tenant or home owner

Build client confidence in an agency

Establish rapport with individuals of diverse backgrounds

Establish rapport with a person seeking advice

Serve as a "sounding board" for those with problems

Identify an individual's problems and difficulties

Recognize the nonverbal cues and behaviors that indicate tensions or problems

Social Service Aide Rating List (continued)

Use questioning skills

Use listening skills

Use techniques to help people talk spontaneously

Use techniques to control the interchanges in counseling

Take notes unobtrusively during counseling and/or interview

Do referral counseling

Do intake or entrance interviewing, screening, and placement

Determine the urgency of a problem and handle it appropriately

Respect and observe precautions concerning the confidentiality of client information

Demonstrate techniques to prevent or limit conflict between individuals

Demonstrate a knowledge of the capacities and needs of special groups (aged, handicapped, etc.)

Identify the special needs of individuals who have a sudden change in their environment (death, divorce, etc.) and ways to meet these needs

Provide advice and informal counseling

Establish priorities in dealing with problems in an emergency

Develop support systems to deal with emergencies

Identify and direct others to sources of food, clothing, and shelter during personal crises or emergencies

Identify areas where change is needed

Obtain information about the groups affected by a problem and the existing programs and factors that impact on the problem

Identify individuals and groups that can help to implement change in a problem area

Use contacts constructively when seeking assistance with a problem

Gather information by conducting interviews, confirming facts, and locating background data

Make field investigations and prepare reports

Prepare reports containing factual data and documentary or other evidence

Prepare reports including statistics

Train others to do a specific job or task

Interface with professionals and the community

Social Service Aide Rating List (continued)

Match services and people

Judge how much information to reveal to a client

Motivate and persuade people

Handle large and small groups

Take constructive criticism

Decide on an appropriate action to remedy a situation

Experience in:

Secretarial work and/or typing

Social work/counseling

Clerical work (filing, mimeographing, etc.)

Obtaining information from people by phone or interview

Making written or oral reports

Responding to telephone inquiries

Keeping accounts

Counseling groups or individuals

Referring others to sources of information and assistance

Working with youth groups

Working with the elderly

Working with the emotionally disturbed, mentally handicapped, or physically handicapped

Helping others obtain their rights (consumer action, tenant groups, civil/legal rights, etc.)

Organizing a group to solve a neighborhood or community problem

Interpreting for non-English speakers

Dealing with social service agencies

Personal characteristics:

Compassion

Empathy

Desire to help others

## Appendix D

## Revised Occupational Rating Lists from the Experience Description Summary

## AIRLINE RESERVATION AGENT RATING LIST

ABILITY TO:

___ 1. MANAGE TIME AND SCHEDULE ACTIVITIES
___ 2. ADVISE PEOPLE BY TELEPHONE
___ 3. REFER PEOPLE TO SOURCES OF INFORMATION AND ASSISTANCE
___ 4. DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
___ 5. DO ARITHMETIC COMPUTATIONS
___ 6. LEARN NEW INFORMATION QUICKLY
___ 7. USE A TYPEWRITER
___ 8. FOLLOW ORDERS AND ACCEPT SUPERVISION
___ 9. PERSUADE OTHERS
___ 10. PLAN TRAVEL
___ 11. SELL A PRODUCT OR SERVICE
___ 12. ARRANGE GROUP TRIPS
___ 13. CONVEY INFORMATION BY TELEPHONE
___ 14. OBTAIN AND VERIFY INFORMATION BY TELEPHONE
___ 15. DEMONSTRATE KNOWLEDGE OF THE UNITED STATES AND/OR OTHER COUNTRIES
___ 16. USE QUESTIONING SKILLS
___ 17. USE LISTENING SKILLS

## BANK CLERK/TELLER RATING LIST

ABILITY TO:

___ 1. MAKE CHANGE QUICKLY AND ACCURATELY

___ 2. GREET AND SERVE LARGE NUMBERS OF PEOPLE WHILE MAINTAINING A PLEASANT, ALERT MANNER

___ 3. UNDERSTAND SIMPLE CHECKING AND SAVINGS ACCOUNTS

___ 4. RESPECT AND SAFEGUARD THE PRIVACY AND CONFIDENTIALITY OF FINANCIAL RECORDS AND TRANSACTIONS

___ 5. LEARN DETAILS OF NEW PROCEDURES QUICKLY

___ 6. INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC

___ 7. DEMONSTRATE SENSITIVITY TO AND AWARENESS OF COMMUNITY ATTITUDES AND CONCERNS

___ 8. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS

___ 9. ESTABLISH AND MAINTAIN FINANCIAL RECORDS

___ 10. USE BUSINESS FORMS

___ 11. DEAL EFFECTIVELY WITH CUSTOMERS

___ 12. WORK AS A CASHIER

___ 13. USE AN ADDING MACHINE

___ 14. BE PUNCTUAL AND CAREFUL

___ 15. FOLLOW ORDERS AND ACCEPT SUPERVISION

___ 16. HANDLE UNPLEASANT CONFRONTATIONS CHEERFULLY

___ 17. INSPIRE TRUST

___ 18. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY

## CLAIMS ADJUSTER RATING LIST

ABILITY TO:

___ 1. DEVELOP AND MAINTAIN CURRENT FILES
___ 2. KEEP RECORDS AND PREPARE REPORTS
___ 3. OBTAIN AND VERIFY FACTUAL INFORMATION
___ 4. PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSITION
___ 5. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___ 6. DETERMINE THE URGENCY OF A PROBLEM AND HANDLE IT APPROPRIATELY
___ 7. RESPECT THE CONFIDENTIALITY OF RECORDS AND PERSONAL INFORMATION
___ 8. DEAL WITH INTERPERSONAL PROBLEMS
___ 9. IDENTIFY THE NEEDS OF A PERSON IN A CRISIS SITUATION
___ 10. CONDUCT NEGOTIATIONS WITH AN AWARENESS THAT COMPROMISE MAY BE NECESSARY
___ 11. ESTABLISH PRIORITIES
___ 12. READ INSURANCE POLICIES, CONTRACTS, LEGAL AGREEMENTS, ETC., WITH UNDERSTANDING
___ 13. CONDUCT A SEARCH OF LEGAL DOCUMENTS TO OBTAIN INFORMATION
___ 14. SELECT DATA TO DOCUMENT A STATEMENT
___ 15. DEVELOP A PLAN TO INVESTIGATE A PROBLEM
___ 16. DEFINE AND DELIMIT THE BASIC ISSUES OF A PROBLEM
___ 17. USE CONTACTS CONSTRUCTIVELY WHEN DEALING WITH A PROBLEM
___ 18. GATHER INFORMATION BY INTERVIEWS, CONFIRMING FACTS, AND LOCATING DATA
___ 19. PREPARE REPORTS CONTAINING FACTUAL EVIDENCE
___ 20. DO ACCURATE DETAILED WORK
___ 21. PERFORM WORK UNDER STRESSFUL CONDITIONS
___ 22. DO COMPUTATIONS/ARITHMETIC
___ 23. LEARN COMPLEX INFORMATION
___ 24. ELICIT AND CONVEY INFORMATION OVER THE TELEPHONE
___ 25. DO FUND RAISING BY TELEPHONE
___ 26. DEMONSTRATE GOOD ORAL COMMUNICATIONS SKILLS

## CREDIT/COLLECTION WORKER RATING LIST

ABILITY TO:

___ 1. READ, WRITE, AND SPEAK ENGLISH FLUENTLY
___ 2. UNDERSTAND LEGAL AND FINANCIAL TERMS
___ 3. JUDGE THE VALUE OF CARS, FURNISHINGS, AND OTHER OBJECTS
___ 4. ESTABLISH AND MAINTAIN DETAILED RECORDS
___ 5. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
___ 6. DEMONSTRATE KNOWLEDGE OF LAWS THAT CAN AFFECT FINANCES
___ 7. USE TECHNIQUES OF CONFLICT RESOLUTION
___ 8. BE SELF-MOTIVATED, SELF-STARTING
___ 9. BE COMPETITIVE, STRIVE TO BETTER PERFORMANCE
___ 10. WORK UNDER CLOSE SUPERVISION
___ 11. REMAIN CALM, FIRM, AND BUSINESS-LIKE DURING CONFRONTATIONS WITH PEOPLE
___ 12. NEGOTIATE BETWEEN PEOPLE

## ELECTRONICS ASSEMBLER RATING LIST

ABILITY TO:

___ 1. WORK STEADILY AT REPETITIVE MANUAL TASKS
___ 2. USE A SOLDERING IRON
___ 3. READ A BLUEPRINT OR DIAGRAM
___ 4. EXPLAIN HOW THINGS WORK
___ 5. DO ARITHMETIC COMPUTATIONS
___ 6. ATTEND TO DETAIL
___ 7. DO ELECTRICAL AND/OR SMALL APPLIANCE REPAIRS
___ 8. ASSEMBLE CHILDREN'S TOYS AND/OR PLAY EQUIPMENT
___ 9. DO PRECISE AND ACCURATE DETAILED WORK
___ 10. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
___ 11. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
___ 12. MEET ACCOUNTABILITY DEMANDS OF OTHERS
___ 13. OBSERVE SAFETY PRECAUTIONS WHEN USING TOOLS, EQUIPMENT, AND MACHINES
___ 14. MAKE MECHANICAL REPAIRS ON HOUSEHOLD ITEMS
___ 15. DO WORK UTILIZING HAND TOOLS
___ 16. DO CRAFTS, SUCH AS WEAVING, STAINED GLASS, MACRAME, JEWELRY MAKING, ETC.
___ 17. DO KNITTING AND CROCHETING AND/OR NEEDLEWORK
___ 18. BE RELIABLE AND PUNCTUAL
___ 19. BE WILLING TO CONTINUE LEARNING NEW INFORMATION
___ 20. WORK WITH HANDS QUICKLY AND WITH DEXTERITY

## FLORAL DESIGNER RATING LIST

ABILITY TO:

___ 1. APPLY PRINCIPLES OF COLOR, TEXTURE, AND DESIGN

___ 2. USE AESTHETIC GUIDELINES (BALANCE, PROPORTION, ETC.) IN PLANNING FLORAL ARRANGEMENTS

___ 3. USE SCISSORS, KNIVES, AND WIRE CUTTERS

___ 4. MAINTAIN CUT FLOWERS IN PROPER CONDITION

___ 5. VISUALIZE HOW A COMPLETED FLORAL ARRANGEMENT SHOULD LOOK

___ 6. IDENTIFY FLOWERS AND PLANTS BY NAME

___ 7. INTERACT PLEASANTLY WITH CUSTOMERS

___ 8. DO SIMPLE ARITHMETIC COMPUTATIONS

___ 9. ESTABLISH AND MAINTAIN FINANCIAL OR SALES RECORDS

___ 10. FOLLOW DIRECTIONS AND ACCEPT SUPERVISION

___ 11. SELL A PRODUCT OR SERVICE

___ 12. USE ARTISTIC SENSE

___ 13. BE CREATIVE

## HOME HEALTH AIDE RATING LIST

ABILITY TO:

___ 1. WORK WITH THE ELDERLY
___ 2. WORK WITH YOUNG CHILDREN
___ 3. SUPERVISE CHILDREN
___ 4. SHOW COMPASSION FOR THOSE WITH PROBLEMS
___ 5. RECOGNIZE AND DEAL WITH MEDICAL EMERGENCIES
___ 6. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
___ 7. PROVIDE STANDARD FIRST AID
___ 8. ASSURE THAT A PATIENT GETS PROPER REST
___ 9. ASSURE THAT A PATIENT TAKES MEDICATION AS ORDERED
___ 10. FEED A PATIENT
___ 11. MAINTAIN CLEAN AND HAZARD-FREE LIVING QUARTERS FOR A PATIENT AND/OR FAMILY
___ 12. RESPECT A PATIENT'S/FAMILY'S NEED FOR PRIVACY AND CONFIDENTIALITY
___ 13. EVALUATE AND ADAPT A HOME IN TERMS OF A PATIENT'S DISABILITY
___ 14. HELP A PATIENT DEVELOP WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE
___ 15. ASSIST A PATIENT IN THE USE OF SPECIAL EQUIPMENT ( WHEEL CHAIR, CRUTCHES, ETC.)
___ 16. ENCOURAGE A PATIENT TO DEVELOP SOCIAL SKILLS
___ 17. CARE FOR THE PHYSICAL AND EMOTIONAL NEEDS OF A PATIENT, FAMILY, AND/OR CHILDREN
___ 18. MAINTAIN HYGIENIC CONDITIONS FOR A PATIENT
___ 19. PROVIDE FOR THE PHYSICAL AND EMOTIONAL COMFORT OF A PATIENT
___ 20. ENCOURAGE AND AID IN THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN THE LIMITS OF HIS/HER ILLNESS
___ 21. DOCUMENT PATIENT PROGRESS
___ 22. MAKE ORAL REPORTS ABOUT A PATIENT
___ 23. RECOGNIZE THE SIDE EFFECTS OF COMMON MEDICATION
___ 24. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___ 25. BE TOLERANT OF THE VARIED LIFE STYLES OF PEOPLE
___ 26. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
___ 27. PERFORM WORK UNDER STRESSFUL CONDITIONS
___ 28. FOLLOW ORDERS AND ACCEPT SUPERVISION
___ 29. DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
___ 30. BE SELF-DIRECTED

CONTINUED ON THE NEXT PAGE . . .

HOME HEALTH AIDE RATING LIST (continued)

ABILITY TO:

___ 31. BE FLEXIBLE

___ 32. PLAN MENUS AND PREPARE MEALS

___ 33. DEMONSTRATE KNOWLEDGE OF THE BASIC RULES OF NUTRITION

___ 34. EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT, VEGETABLES, AND DAIRY PRODUCTS

___ 35. EVALUATE THE QUALITY OF PURCHASES MADE

___ 36. OBSERVE SPECIAL DIET RULES

___ 37. PREPARE AND STORE FOOD SO AS TO CONSERVE NUTRIENTS

## INSURANCE SALES AGENT RATING LIST

ABILITY TO:

___ 1. INFLUENCE OTHER PEOPLE
___ 2. INTERPRET THE IDEAS, FEELINGS, AND OPINIONS OF OTHERS
___ 3. WORK UNDER STRESSFUL CONDITIONS
___ 4. DO ARITHMETIC COMPUTATIONS
___ 5. ANALYZE A PROBLEM AND ACT ON THAT ANALYSIS
___ 6. OBTAIN AND VERIFY FACTUAL INFORMATION
___ 7. PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSITION
___ 8. MAKE AN EFFECTIVE ORAL PRESENTATION
___ 9. SELECT INSURANCE POLICIES AND PLANS THAT BEST MEET A FAMILY'S NEEDS AND CIRCUMSTANCES
___ 10. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___ 11. ASSESS POTENTIAL MARKETS
___ 12. DEVELOP GOALS AND PLANS FOR AN ACTIVITY WITHIN THE CONSTRAINTS OF TIME, MONEY, AND PERSONNEL
___ 13. EVALUATE EFFECTIVENESS IN MEETING GOALS AND TIMETABLES
___ 14. IDENTIFY THE RESOURCES (PEOPLE, TIME, MONEY, AUTHORITY) NEEDED TO ACCOMPLISH AN OBJECTIVE
___ 15. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
___ 16. SOLICIT AND MAKE CONSTRUCTIVE USE OF POSITIVE AND NEGATIVE FEEDBACK
___ 17. KEEP RECORDS OF INDIVIDUAL OR GROUP PROGRESS
___ 18. USE CONTACTS CONSTRUCTIVELY
___ 19. DEAL WITH REJECTION
___ 20. DEAL WITH ADVERSITY
___ 21. MOTIVATE PEOPLE
___ 22. WORK INDEPENDENTLY
___ 23. DO FUND RAISING
___ 24. DIRECT THE SALE OF A PRODUCT OR SERVICE
___ 25. ORGANIZE A SALES PROGRAM
___ 26. COMPETE WITH OTHERS
___ 27. BE SELF-DIRECTED

## PERSONNEL WORKER RATING LIST

ABILITY TO:

___ 1. ESTABLISH AND MAINTAIN DETAILED RECORDS OR FILES

___ 2. WRITE ACCURATE, COMPLETE REPORTS

___ 3. RESPECT AND OBSERVE PRECAUTIONS CONCERNING CONFIDENTIALITY OF INFORMATION

___ 4. FOLLOW COMPLEX PROCEDURES PRECISELY

___ 5. FOLLOW ORDERS AND ACCEPT SUPERVISION

___ 6. LEARN DETAILS OF NEW PROCEDURES QUICKLY

___ 7. MEET ACCOUNTABILITY DEMANDS OF OTHERS

___ 8. USE A TYPEWRITER

___ 9. ESTABLISH AND MAINTAIN FISCAL RECORDS AND PROCEDURES

___ 10. EXPLAIN THE RATIONALE FOR VARIOUS KINDS AND AMOUNTS OF INSURANCE (HEALTH, LIFE, ETC.)

___ 11. DEVELOP SPECIFIC GOALS AND PLANS FOR A SPECIFIC ACTIVITY, OPERATING WITHIN CONSTRAINTS OF AVAILABLE TIME, SPACE, AND PERSONNEL

___ 12. IDENTIFY METHODS OF EVALUATING EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES

___ 13. ESTABLISH PRIORITIES BASED ON THE IMPORTANCE OF EACH OBJECTIVE TO GOAL ATTAINMENT AND ON THE RESOURCES AVAILABLE

___ 14. WORK CREATIVELY WITHIN THE STRUCTURE OF RELATIONSHIPS AND THE SETTING OF AN ORGANIZATION

___ 15. DELEGATE RESPONSIBILITY AND ESTABLISH ACCOUNTABILITY METHODS TO DETERMINE IF THESE RESPONSIBILITIES HAVE BEEN MET

___ 16. HELP PEOPLE SEE THE RELEVANCE OF THEIR ORGANIZATIONAL EXPERIENCE TO THEIR LONG-RANGE CAREER GOALS AND/OR PERSONAL DEVELOPMENT

___ 17. DEVELOP AND MAINTAIN A SYSTEM OF EVALUATING JOB PERFORMANCE

___ 18. CONDUCT SALARY ADMINISTRATION AND/OR PERFORMANCE REVIEWS

___ 19. HANDLE OUT-PLACEMENTS AND/OR JOB TERMINATIONS

___ 20. PLAN AND IMPLEMENT PROGRAMS FOR STAFF DEVELOPMENT

___ 21. DEAL WITH EMPLOYEE RELATIONS PROBLEMS

___ 22. PLAN AND MONITOR A RETIREMENT PROGRAM

___ 23. PLAN AND IMPLEMENT PERSONNEL POLICIES

___ 24. PREPARE JOB DESCRIPTIONS

___ 25. SELECT AND/OR RECRUIT INDIVIDUALS FOR A VARIETY OF JOBS

___ 26. PROVIDE ORIENTATION TO PERSONNEL NEW TO AN ORGANIZATION

___ 27. ARRANGE FOR AND MONITOR THE JOB TRAINING OF PERSONNEL



CONTINUED ON THE NEXT PAGE . . .

PERSONNEL WORKER RATING LIST (continued)

ABILITY TO:

___ 28. ABIDE BY AN ORGANIZATION'S STANDARDS

___ 29. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION FROM INDIVIDUALS

___ 30. IDENTIFY TRAINING NEEDS

___ 31. DEVELOP TRAINING MANUALS

___ 32. DETERMINE THE SUITABILITY OF VARIOUS TRAINING APPROACHES FOR INDIVIDUALS WITH DIFFERENT BACKGROUNDS AND EXPERIENCES

___ 33. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS

___ 34. USE QUESTIONING SKILLS

___ 35. USE LISTENING SKILLS

___ 36. NEGOTIATE WITH OTHERS

___ 37. DEAL WITH UNPLEASANT CONFRONTATIONS

___ 38. BE OUTGOING AND GREGARIOUS

## PHOTO LABORATORY TECHNICIAN RATING LIST

ABILITY TO:

___ 1. MAKE FINE COLOR DISCRIMINATIONS
___ 2. WORK STEADILY AT SIMPLE REPETITIVE TASKS, FOLLOWING A SET PROCEDURE
___ 3. FOLLOW DIRECTIONS
___ 4. TRAIN OTHERS
___ 5. SUPERVISE OTHERS
___ 6. SIT STILL FOR LONG PERIODS OF TIME
___ 7. EVALUATE A PRODUCT, USING STATED GUIDELINES
___ 8. DO PRECISE AND ACCURATE DETAILED WORK
___ 9. TAKE RESPONSIBILITY
___ 10. FOLLOW ORDERS AND ACCEPT SUPERVISION
___ 11. LEARN AND APPLY RULES

## SOCIAL SERVICE AIDE RATING LIST

ABILITY TO:

___ 1. CARRY OUT ORAL OR WRITTEN INSTRUCTIONS
___ 2. ACCEPT SUPERVISION
___ 3. LEARN AND APPLY THE RULES OF AN ORGANIZATION OR AGENCY
___ 4. DEVELOP OR MAINTAIN CURRENT FILES
___ 5. KEEP RECORDS AND PREPARE REPORTS
___ 6. UNDERSTAND AND FILL OUT FORMS
___ 7. ARTICULATE THE PHILOSOPHY OF AN ORGANIZATION OR AGENCY
___ 8. INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC AND TO PEOPLE IN NEED
___ 9. IDENTIFY GROUPS TO WHOM SOCIAL SERVICES SHOULD BE DIRECTED
___ 10. IDENTIFY REPRESENTATIVES OF OTHER ORGANIZATIONS OR OF THE GOVERNMENT WHO SHOULD RECEIVE INFORMATION ABOUT ORGANIZATIONAL OR AGENCY ACTIVITIES
___ 11. KEEP OTHERS INFORMED ABOUT PROGRESS IN WRITTEN OR IN ORAL FORM
___ 12. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___ 13. ESTABLISH RAPPORT WITH A PERSON SEEKING ADVICE
___ 14. SERVE AS A "SOUNDING BOARD" FOR THOSE WITH PROBLEMS
___ 15. USE QUESTIONING SKILLS
___ 16. USE LISTENING SKILLS
___ 17. RESPECT AND OBSERVE PRECAUTIONS CONCERNING THE CONFIDENTIALITY OF INFORMATION
___ 18. PROVIDE ADVICE AND INFORMAL COUNSELING
___ 19. GATHER INFORMATION BY CONDUCTING INTERVIEWS, CONFIRMING FACTS, AND LOCATING BACKGROUND INFORMATION
___ 20. PREPARE REPORTS CONTAINING FACTUAL DATA AND DOCUMENTARY OR OTHER EVIDENCE
___ 21. MOTIVATE AND PERSUADE PEOPLE
___ 22. DO TYPING
___ 23. DO CLERICAL WORK (FILING, ETC.)
___ 24. MAKE WRITTEN OR ORAL REPORTS
___ 25. REFER OTHERS TO SOURCES OF INFORMATION AND ASSISTANCE
___ 26. INTERPRET FOR NON-ENGLISH SPEAKERS
___ 27. SHOW COMPASSION
___ 28. SHOW EMPATHY
___ 29. WRITE CLEARLY
___ 30. TAKE CONSTRUCTIVE CRITICISM

## Appendix E

Interview Discussion Record Form

Covering Letter (AACJC)

# CENTER FOR
# WOMEN'S OPPORTUNITIES

April, 1979

Dear AAWCJC Member:

A random sample of women instructors and curricular program managers have been selected to participate in the national study being conducted by Dr. Ruth Ekstrom of Educational Testing Service and Carol Eliason of CWO/AACJC. The program's goals and objectives are described in the enclosed folder.

We need your response to the attached survey instrument as rapidly as possible to meet USOE/BOAE deadlines. Please be sure to mail your reply soonest.

If you have any questions, please call Carol Eliason at 202-293-7050, or Ruth Ekstrom at 609-921-9000.

Thank you,

Carol Eliason

Carol Eliason
Director,
CWO/AACJC

P.S. We will add your name to our project dissemination list upon receipt of your questionnaire. If this survey is not appropriate to your current employment, please pass it on to another instructor, male or female, in your college.



One Dupont Circle / N.W. / Suite 410 / Washington / D.C. 20036 / 202-293-7050

## Appendix F

## Draft Vocational Education Rating Lists

Computer Programmer Rating List

Ability to:

- Operate a keypunch accurately
- Operate a sorter
- Operate a reproducer to gang-punch cards
- Establish a file in a computer
- Obtain a file listing from a computer
- Use a file editor to make file corrections, additions, and deletions
- Use a file editor to enter a coded program into a computer
- Load and execute a simple computer program
- Differentiate between sequential processing and direct-access processing
- Use terminals for data input/output
- Use step-by-step logical reasoning
- Write and execute programs in a computer language
- Understand the capabilities and functions of a computer
- Debug a computer program
- Do set arithmetic
- Convert from number base ten, number base two, eight, or sixteen
- Do arithmetic operations in base two, eight, or sixteen
- Perform arithmetic operations with signed numbers ( +, - )
- Construct truth tables for logical statements
- Perform algebraic operations with polynomials
- Perform algebraic operations with fractions
- Use exponents
- Solve linear equations
- Solve quadratic equations
- Solve simultaneous equations
- Do accounting showing debit and credit balances
- Do trial balance
- Keep an accounting journal or ledger
- Do double entry bookkeeping
- Read and interpret a balance sheet
- Keep a sales journal

Computer Programmer Rating List (continued)

Compute trade and cash discounts

Determine accounts receivable and payable

Keep a cash receipts journal

Compute delivery charges and sales taxes on merchandise sold

Determine credit terms

Develop and/or maintain a merchandise inventory

Determine the value of plant assets and/or intangible assets

Prepare and defend an income tax return

Develop and/or maintain a payroll system

Determine the value of stock and the earnings and dividends from stock

Evaluate the advantages and disadvantages of various short- and long-term investments

Determine the cost of a manufactured product including materials, labor, and overhead

Carry out clerical tasks

Carry out oral and written instructions of some complexity

Learn and apply rules

Develop and/or maintain office files

Use data processing equipment

Use unit pricing and other techniques to compare costs

Determine from among several items which one is the best buy

Investigate credit options

Select bank accounts, savings plans, and investments that meet needs and circumstances

Understand and interpret a budget

Present the rationale and justification for a budget

Prepare budget projections based on cost trends

Establish procedures to monitor income and expenditures

Monitor income and expenses to exercise fiscal control and/or adjust budget

Apply appropriate accounting/bookkeeping techniques in maintaining financial records

Establish and maintain fiscal records and procedures that will meet external audit requirements

Computer Programmer Rating List (continued)

Monitor an investment program and evaluate its effectiveness

Determine retail prices on the basis of cost and overhead when a product or service is sold

Organize a program or project into its component parts and determine the sequence in which these activities need to be performed

Establish work flow and work loading procedures

Develop and use flow charts, pert charts, and other visual materials to describe a program's or project's work flow

Establish and maintain procedures to monitor work quality and quantity

Determine the cost effectiveness of alternative plans

Make electrical wiring and small appliance repairs

Use problem-solving and decision-making skills

Make inferences from data

Analyze and summarize data

Do precise and accurate detailed work

Use a pocket calculator

Use an adding machine

Experience in:

Keeping accounts for all or part of a volunteer organization

Submitting a budget for all or part of a volunteer organization

Being responsible for the financial management of a volunteer organization

Retail sales

Office work

Home budgeting and financial record keeping

Money management

Bookkeeping/accounting

Bank clerk/teller

Scientific/technical work

Mechanical/repair work

## Cook/Chef Rating List

Ability to:

- Serve attractive and palatable meals
- Produce a quality food product
- Evaluate prepared food
- Do quantity cooking or baking
- Demonstrate knowledge and understanding of the basic elements of nutrition
- Plan, write, and evaluate menus using nutrition principles, cost, and eye appeal as guidelines
- Use cost/benefits ratios in menu planning
- Determine food prices on the basis of cost and overhead factors
- Use appropriate preparation, cooking, serving, and storage methods to conserve food nutrients
- Evaluate the cost and nutritional value of alternative methods of preparing the same foods
- Conserve energy in food preparation and storage
- Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetable, and dairy products
- Use proper methods of receiving and storing perishable, canned, boxed, and frozen foods
- Prevent common food storage problems
- Use purchase orders and other procedures for ordering on the wholesale food market
- Inventory food and paper products supplies
- Determine the appropriate quantity of food to buy
- Read food labels to evaluate quality and weight of contents
- Identify grades and quality of food
- Maintain correspondence with suppliers
- Work with purveyors
- Demonstrate techniques of portion control in preparing and serving food
- Select and prepare meat and poultry products by boiling, sauteing, roasting, deep fat frying, stewing, braising, and broiling
- Identify various cuts of meat
- Select meats suitable for various preparation techniques
- Meet sanitation and safety requirements in food handling

Cook/Chef Rating List (continued)

Set up work stations for quantity food preparation (snack bars, vegetable preparation, sandwich preparation, dishwashing, etc.)

Demonstrate the skills and knowledge required of a short-order cook

Design the menu, prepare and display food for a cold buffet

Design the menu, prepare and display food for a hot buffet

Set up a steam table for use in serving a cafeteria line

Use the basic tools of bulk food preparation (oven, mixer, chopper, knives, slicer, refrigerator, freezer, fryers, broilers, dishwasher, whips, spoons, ladles, tongs, etc.)

Select, use, and care for kitchen appliances and utensils

Apply safety rules in the use of kitchen equipment

Explain or provide first aid procedures for burns, cuts, choking, etc.

Operate and care for food preparation equipment using work habits and correct sanitary procedures

Use standardized recipes

Read written recipes

Follow written and oral instructions for dry or wet measurement

Use weights and measures accurately in a recipe

Extend or divide recipes

Demonstrate familiarity with gourmet cookbooks

Recognize and use menu terminology correctly

Serve as hostess/host in restaurant

Serve as waitress/waiter in restaurant

Assess potential markets for food

Evaluate customer consumption patterns

Deal effectively and willingly with customers

Make taste discriminations

Make smell discriminations

Work with hands quickly and with dexterity

Stand on feet for long periods of time

Take extremes of temperature

Be creative

Cook/Chef Rating List (continued)

Be patient

Develop goals and plans for an activity operating within the constraints of time, space, and personnel

Coordinate the execution of simultaneous projects

Establish and maintain procedures to monitor work quality and quantity

Set priorities

Work under pressure

Hire people

Evaluate employees

Solicit and make constructive use of negative and positive feedback

Prepare work schedule assignment sheets for chefs, cooks, salad makers, bakers, etc., to coordinate food production

Supervise dining room and kitchen staff

Motivate employees

Gain respect of employees

Prepare yeast breads, yeast rolls, and sweet goods

Prepare quick breads

Prepare butter cakes and icings

Decorate cakes in simple designs

Prepare various kinds of pie crusts and fillings and assemble them into finished pies

Prepare foam cakes (angel food, sponge, chiffon)

Prepare cookies

Prepare desserts, such as custards, cheesecakes, mousses, from scratch

Prepare food specialties for regional, ethnic, or cultural groups

Prepare meals or adapt recipes to meet special diet needs

Prepare salads

Prepare salad dressings

Prepare appetizers, canapes, and hors d'oeuvres

Prepare various types of soups

Prepare sauces and gravies

Prepare vegetables for quantity food service

Cook/Chef Rating List (continued)

Prepare potatoes, rice, and pasta
Prepare various seafood products
Prepare sandwiches
Prepare garnishes for food
Prepare egg and breakfast dishes
Prepare non-alcoholic beverages (such as punch) and coffee
Use regional and seasonal foods
Use convenience foods
Work with left-over foods
Identify and prepare fruit products

Experience in:

Paid work as a cook
Paid work as a waitress/waiter
Cooking and baking
Gourmet/international cooking
Quantity food preparation
Catering for small parties
Evaluating and purchasing food

## Dispensing Optician Rating List

Ability to:

- Demonstrate knowledge of the terminology and principles of optics
- Demonstrate knowledge of the anatomy of the eye
- Demonstrate knowledge of the fundamentals of lens manufacturing
- Measure the distance between the pupils of the eyes
- Use lens measuring instruments
- Operate lens edging and beveling machines
- Use small hand tools (pliers, files, screwdrivers, etc.)
- Check eyeglasses for power and lens quality
- Read a lens prescription
- Insert lenses into frames
- Adjust frames to a customer
- Prepare a work order for eyeglasses
- Order eyeglasses
- Evaluate a product using specifications or guidelines
- Detect potential health and safety hazards in items
- Do arithmetic and computations
- Develop and/or maintain current files
- Keep records and prepare reports
- Be responsible for financial management
- Be responsible for day-to-day administration
- Supervise the work of others
- Assist in the maintenance of medical records
- Follow orders and accept supervision
- Do precise and accurate detailed work
- Establish rapport with individuals of diverse backgrounds
- Establish rapport with those seeking advice
- Show compassion for those with problems
- Recognize the nonverbal cues and behaviors that indicate problems
- Respect and observe precautions concerning confidentiality of patients/ customers and their medical records
- Provide advice and informal counseling when appropriate
- Apply principles of color and design

Dispensing Optician Rating List (continued)

Use aesthetic guidelines in evaluation

Select items which will coordinate with clothing

Obtain and verify routine factual information

Recognize and deal with medical emergencies

Establish procedures to monitor income and expenditures

Survey and choose among suppliers of products or services

Determine prices on the basis of cost and overhead factors

Arrange for or oversee performance of advertising, publicity, marketing, or sales promotion

Maintain correspondence with suppliers and customers

Maintain supplies needed for patients/customers

Establish and maintain procedures to monitor work quality and quantity

Solicit and make constructive use of negative and positive feedback

Maintain time and salary records

Deal with employee relations problems

Care for and maintain the materials and equipment used in optical dispensing

Make simple mechanical repairs

Train others to do specific jobs or tasks

Experience in:

Working in a medical setting

Record keeping

Conducting visual activity screening examinations

Advising others on selecting becoming styles

Retail sales

## Drafter Rating List

Ability to:

- Construct lines using drafting equipment
- Do technical lettering
- Apply geometric construction
- Do free-hand sketching
- Sketch objects using orthographic projection
- Show dimensions of objects drawn
- Draw sectional views of objects
- Identify the symbols used in architectural drafting
- Sketch a rough floor plan for a house
- Draw a final floor plan for a house
- Draw elevations for a house
- Draft a map showing subdivisions
- Draft a map showing contours and/or topography
- Make an isometric drawing
- Use basic terminology to describe screw threads and fasteners
- Make simplified drawings of threads
- Make schematic drawings of threads
- Use basic terminology to describe cams and gear parts
- Draw a line or curve chart from data
- Draw a bar chart from data
- Draw a pie chart from data
- Make a detailed working draft
- Work neatly and accurately
- Make an assembly working drawing
- Use standard block lettering
- Operate a blueprint machine
- Determine the type of house that can be built on a given lot
- Determine traffic and utilization areas for a house
- Draw a house foundation and footing plan
- Draw a wall section to scale
- Draw detailed sections of doors and windows

Drafter Rating List (continued)

Draw the electrical layout for a residence

Draw the plumbing layout for a residence

Draw the heating and air conditioning layout for a residence

Prepare door, window, interior, and exterior finish schedules for a residence

Make tracings of simple architectural drawings

Make minor alterations to drawings or tracings

Draw simple construction details

Visualize what is to be drawn

Read a blueprint

Use drafting instruments

Identify the common methods and materials used in building construction

Identify the typical work flow and methods used in machine shops and/or foundries

Read mechanical drawings

Express ideas by drawing

Do simple carpentry and construction

Do electrical wiring

Do painting, wallpapering, etc.

Do interior design planning

Do precise and accurate detailed work

Do a repetitive task following a set procedure

Analyze a problem

Follow orders and accept supervision

Use principles of balance, proportion, etc., in planning home design

Create original home designs

Prepare scale drawings of a room or house

Establish work flow and/or work loading procedures

Develop flow charts, part charts, and other visual materials

Identify architectural styles

Experience in:

Drawing

Drafter Rating List (continued)

Painting
Building trades

## Electronics Technician Rating List

Ability to:

- Calculate voltage, current, and power values for a DC source
- Convert a meter into a voltmeter, ammeter, or ohmmeter
- Determine the internal resistance of any DC power supply
- Determine the load required for maximum power transfer from a DC power supply
- Select the proper size and type of wire for a given application
- Define basic electrical and magnetic terms
- Calculate voltage, current, power, and phase shift values for an AC source
- Identify a circuit and its components
- Analyze a mathematically stated AC wave
- Graph the voltage through a resistor and capacitor
- Collect and evaluate data to determine the EMF and internal impedence of an AC power source
- Construct and analyze a characteristic curve for a tube or semi-conductor diode
- Calculate and draw the output voltages and waveforms in a rectifier circuit
- Recognize the various types of rectifier circuits
- Calculate the effects various types of filtering have on the output voltages of a power supply
- Explain how current flows through a transistor
- Explain how a transistor affects current
- Explain what is meant by amplification
- Determine how a transistor amplification will function
- Calculate the component values used in common emitter amplifiers
- Identify, from observing a circuit schematic, which of the circuit configurations is being used
- Determine how a tube amplifier will function
- Read simple orthographic drawings
- Identify common mechanical drawing instruments
- Make orthographic drawings
- Read and construct pictorial drawings
- Dimension basic isometric and orthographic drawings

Electronics Technician Rating List (continued)

Use common shop layout and measuring instruments

Use a micrometer and vernier caliper accurately

Use a drill press

Use a bench grinder

Observe safe work habits in a workshop

Use common tools correctly and safely

Identify various types of electrical drawings

Draw electrical and electronic symbols

Locate points identified on a schematic in equipment or components

Convert a pictorial drawing to a schematic

Draw a schematic of the power supply of a receiver

Identify commonly used industrial and house wiring symbols

Read and draw elementary ladder diagrams

Lay out a PC circuit, using recommended patterns

Describe the procedure for making a printed circuit using the photographic method

Process a PC board using the photo resist method

Connect and solder shielded cable, stranded wire, and solid wire

Conduct a test lead using alligator clips and a coaxial connector

Lace a wire harness

Breadboard and test a simple electronics project

Carry out oral and written directions of some complexity

Learn and apply rules

Detect potential safety hazards in items

Identify and correct safety problems, such as worn wiring

Prepare scale drawings

Establish work flow and work loading procedures

Organize a project into its component parts and determine the sequence in which these activities need to be performed

Develop and use flow charts and other visual materials

Establish and maintain procedures to monitor work quality and quantity

Electronics Technician Rating List (continued)

Care for the equipment used in a home

Care for and make minor repairs on an automobile

Use safety precautions when working with tools, equipment, and machinery

Make mechanical repairs on household items

Make electrical wiring and small appliance repairs

Do stained glass work, jewelry making, or other craft activities that involve soldering

Do art or arts and crafts projects that involve etching

Do precise and accurate detailed work

Do a repetitive task following a set procedure

Analyze a problem

Solve a problem

Do computations/arithmetic

## Graphic Arts/Lithographer Rating List

Ability to:

- Develop photographic film - black and white, color
- Make photographic prints - black and white, color
- Make print enlargements
- Identify style, size, and families of type
- Measure copy size and line lengths in printer's measure and inches
- Write layout specifications
- Compute dimensions on layout
- Construct and design layouts
- Read and correct layouts
- Make dummies of layouts
- Maintain files of art for use in layouts
- Select paper and ink from sample books
- Figure printing costs
- Proofread and compare copy
- Mark errors on proofs for correction
- Cut acetate overlays
- Perform type setting operations
- Program and set-up composing machines
- Set copy
- Edit and correct composed copy
- Maintain and service composing machines
- Lay out and position paste-ups
- Locate and position windows on paste-ups
- Paste-up copy
- Prepare a darkroom for photo composition
- Shoot line copy
- Reduce and/or enlarge copy
- Use correct bellows and lens in making camera settings
- Use correct F stops and focal length in making camera settings
- Determine correct exposure time and filter factors in making camera settings
- Expose and process film and printing material

Graphic Arts/Lithographer Rating List (continued)

Maintain darkroom equipment and make minor repairs

Lay out and mark work for stripping

Open flats and opaque negatives

Strip changes and corrections into negatives

Maintain stripping and drafting tools

Determine plate exposure time

Develop photo offset plates

Operate an offset press

Do bindery operations by hand, by machine

Do precise and accurate detailed work

Do a task following a set procedure

Develop and maintain current files

Carry out oral or written instructions of some complexity

Coordinate the development of materials for production

Create audio-visual materials for media use

Apply principles of color and design

Use color, light, and space to create a specific kind of appearance

Use aesthetic guidelines (balance, proportion, etc.) in evaluating a plan or design

Prepare scale drawings

Care for and maintain materials and equipment

Observe proper safety precautions while using tools, equipment, and machines

Experience in:

Design and/or layout of newsletters, brochures, etc.

Coordinating printing of materials

Ordering printing supplies

Running printing equipment

Proofreading and editing

Painting

Photography

## Library Technician Rating List

Ability to:

- Prepare library materials for circulation
- Use basic library tools, such as the card catalogue
- Use reference sources, such as the encyclopedia, dictionary, almanac, and bibliographies
- Use computerized information retrieval systems
- Check books in and out
- Repair books
- Inventory overdue books and send notices
- Assist in cataloguing new books
- Assist in ordering new books
- Read the shelves and correct shelving as necessary
- Identify the criteria used to select books, periodicals, pamphlets, and non-print materials
- Make out purchase orders for print and non-print materials
- Process orders, including checking in orders and filing orders
- Type catalogue cards
- File library catalogue cards correctly
- Use shelf list file
- Mark spines, stamp, and apply plastic jackets to books
- Prepare and maintain picture files
- Prepare and maintain clipping files
- Utilize library circulation procedures
- Identify common library classification systems
- Shelve materials according to a designated classification system
- Use call numbers to identify and locate books
- Use the Reader's Guide to Periodical Literature to locate material
- Prepare reports on daily circulation
- Type 40 words per minute
- Verify orders for books, periodicals, and non-print materials
- Use tape recorders, movie and film strip projectors, slide projectors, and similar audio-visual equipment
- Use microfilm and microform readers

Library Technician Rating List (continued)

Use mounting and laminating equipment

Prepare a bibliography on a topic covering both books and periodical material

Make and mount transparencies for use in an opaque projector

Do office work, such as typing, filing, and mimeographing

Respond to telephone inquiries for information

Deal with other people

Evaluate books and other materials

Do accurate detailed work

Do a repetitive task following a set procedure

Compile information

Carry out oral and written instructions

Accept supervision

Demonstrate the use of office equipment

Develop or maintain files

Use computers and data processing equipment

Obtain and verify factual information

Check public records for information

Choose appropriate audio-visual materials

Identify and use information resources to locate community services and facilities

Locate and direct others to information resources that can help with the evaluation of goods and services; evaluation of health and safety hazards; identification of best buys; etc.

Demonstrate sensitivity to and awareness of community concerns

Identify community social, educational, and cultural resources

Identify and use resources relevant to different cultural, ethnic, and religious heritages

Evaluate books and movies to determine their suitability for a child

Identify resources in the community that can be used to augment school and preschool activities

Develop displays and special exhibits

Prepare display materials

Library Technician Rating List (continued)

Maintain correspondence with suppliers

Tell stories to children

Assist parents, teachers, and others working with children in the selection of books and other materials

Gather information by confirming facts and locating background data

Limit the focus of research by conceptualizing issues and defining variables

Develop and maintain a collection of research materials

Assist in the development of bibliographies

Research genealogical and family history records

Help with library user services

Assist with circulation of library materials

Assist individuals with handicaps (e.g., visual) in locating and using special library materials that will meet their needs

Determine the needs of library users and refer them to the appropriate materials

Develop and maintain a collection of materials relevant to a specialty

Evaluate the appropriateness of non-print library materials for specific groups or activities

Write research reports

Train others to do specific jobs or tasks

Work with school-age children

Work with preschool-age children

Experience in:

Secretarial work/typing

Library work

Clerical work

Serving as a public or school library volunteer

## Medical Record Technician Rating List

Ability to:

- Type 40 words per minute
- Demonstrate familiarity with medical terminology
- Demonstrate a basic knowledge of human anatomy and anatomical terms
- Spell correctly
- Identify words that are misspelled
- Define common medical terms
- Use correct abbreviations for anatomic terms
- Use correct abbreviations for medical procedures
- Use correct abbreviations for laboratory tests
- Use correct medical terminology for common diseases and types of injuries
- Identify the types of tests, records, and clinical information important in the diagnosis and treatment of common medical problems
- Define the terms commonly used in psychotherapy and psychiatry
- Identify and describe common neurological signs and symptoms
- Describe the symptoms of common diseases
- Identify the medical procedures most frequently used in diagnosing and treating common medical problems
- Change a typewriter ribbon
- Adjust a typing chair
- Use a transcriber machine
- Use medical dictionaries and other medical terminology references
- Use a Selectric typewriter
- Proofread and correct typed material
- Develop and/or maintain a medical records file
- Evaluate a medical record as a legal document
- Determine if an individual or agency is authorized to receive medical records and related information
- Demonstrate familiarity with the methods of numbering and filing medical records
- Supervise medical record management
- Describe the common laws and medical policies governing medical record retention
- Treat a medical record as a confidential document

Medical Record Technician Rating List (continued)

Design medical record chart forms

Use a computerized medical record system

Do alphabatical and numerical filing accurately

Analyze the advantages/disadvantages of using microfilm/computer medical records

Define legal terms that are relevant in dealing with medical records

Demonstrate familiarity with how the U.S. legal system pertains to hospitals

Describe the types of consent involved in dealing with medical records

Demonstrate familiarity with disease and operation classification systems

Code common medical diagnoses and procedures

Index and retrieve medical information using diagnostic and procedural codes

Use disease and operation classifications

Develop and maintain medical record indexes

Develop and maintain a cancer registry

Abstract medical information from records

Retrieve medical information from indexes and registers

Cope with day-to-day supervisory responsibilities in a medical records department

Communicate new developments in medical records practice to hospital personnel

Recognize the ethical responsibilities of medical record technicians

Recognize deficiencies in medical records and identify the physician responsible for completing the deficiency

Carry out discharge analysis of medical records

Do precise and accurate detailed work

Do a repetitive task following a set procedure

Negotiate between two or more people

Instruct others

Supervise others

Manage others

Take responsibility

Analyze a problem

Compile information about a problem

Medical Record Technician Rating List (continued)

Carry out oral and written instructions of some complexity

Follow orders and accept supervision

Learn and apply rules

Develop and maintain current files

Use data processing equipment

Obtain and verify routine facts

Keep records and prepare reports from them

Keep others informed in writing or verbally

Identify those people in community agencies, organizations, and services who can eliminate "red tape"

Act as liaison between various departments of a hospital

Translate information and facts to a level of understanding appropriate to the background and experience of an individual

Describe the various kinds of federal and state medical aid available to people and who is eligible for each

Establish rapport with individuals of diverse backgrounds

Establish rapport with a person seeking information

Show compassion for those with problems

Use good questioning skills

Determine the urgency of a problem and handle it appropriately

Respect and observe precautions concerning confidentiality of patient information

Provide advice and informal counseling when appropriate

Recognize and deal with medical emergencies

Think and behave rationally when dealing with an emergency

Establish priorities in dealing with problems in an emergency

Perform emergency communication functions

Read with understanding and interpret medical consent and release forms

Recognize evidence of evasion and discrepancies in medical or legal records

Establish work flow procedures

Delegate responsibility and establish accountability methods to determine if these responsibilities have been met

Establish and maintain procedures to monitor work quality and quantity

Medical Record Technician Rating List (continued)

Meet accountability demands of others

Use problem-solving and decision-making skills

Use a library and other reference sources

Gather information by locating background data, confirming facts, and identifying trends

Limit the focus of research by defining variables and identifying the unit of analysis

Analyze and summarize data

Obtain and verify routine factual information

Prepare reports containing factual data

Write research reports

Experience in:

Working in a hospital, nursing home, or other medical setting

Working with physically or mentally ill individuals

Keeping accurate records of health care

Providing home health care for children, chronically ill or handicapped individuals, or the elderly

Doing office work, such as typing and filing

Working with a first aid or rescue squad

Assisting with the maintenance of medical records in a hospital or nursing home

## Occupational Therapy Assistant Rating List

Ability to:

- Work with the emotionally disturbed
- Work with the mentally handicapped
- Work with the physically handicapped
- Work with the physically ill
- Work with the elderly
- Understand the characteristics of the general treatment principles for stroke, cerebral palsy, emotional and mental disfunctions
- Identify and explain basic patient care procedures for disease and for disabilities
- Demonstrate a knowledge of human development
- Identify the most common psychiatric disorders
- Recognize the common side effects of psychiatric medication
- Keep patient as physically attractive as disease allows
- Keep patient clean
- Supply attractive, nutritious meals
- Assure that patient gets proper rest
- Assure that patient takes medication as ordered
- Do cardio-pulmonary resuscitation
- Provide standard first aid
- Understand how to transfer and transport patient/client
- Understand how to position a patient to prevent deformities and improve functioning
- Make static splints
- Examine/test use of prosthetic devices
- Provide a safe environment for patient
- Evaluate a home in relation to patient's disability
- Establish long- and short-term therapeutic goals
- Help patients develop better ways of coping with the demands of daily life
- Use problem-solving techniques to adapt activities to the needs of a patient
- Evaluate a patient's vocation and avocational interests in terms of specific disabilities
- Assess patient performance in daily living skills

Occupational Therapy Assistant Rating List (continued)

Apply knowledge of anatomy and physiology to occupational therapy

Contribute to the planning of an occupational therapy program

Use occupational therapy activities to restore or develop performance skills

Understand the physical, emotional, and educational needs of an individual with a physical or emotional handicap

Analyze a craft in terms of sensory input, specific motions required, and therapeutic aspects

Use reference material to learn a new craft or to learn advanced techniques in a familiar craft

Do leather work

Do ceramic work

Do block printing

Make mosaics

Teach card and board games

Do basket weaving

Do needlework (knit, crochet, embroider, etc.)

Use wood working tools

Weave on a lap, table, or floor loom

Use clay, metal, wood, yarn, and other craft materials

Sew and use sewing tools

Teach games requiring gross motor activity, such as bowling, volleyball, badminton, table tennis, and billiards

Teach simple horticulture

Teach music or drama

Do copper tooling

Use art media, such as finger paints, acrylics, tempra, pastels, and crayons

Do macrame

Play a musical instrument

Teach an activity or skill to an individual

Teach an activity to a group

Use group process as a therapeutic tool

Occupational Therapy Assistant Rating List (continued)

Plan and organize cooperative and competitive activities and know when each is appropriate

Give proper care and maintenance to occupational therapy equipment

Operate an occupational therapy area with consideration for safety, organization, and housekeeping

Order supplies and equipment for an activity

Inventory supplies and equipment

Plan and carry out trips to sporting events, dramatic presentations, concerts, recreational areas, museums, etc., for patients/clients

Write step-by-step procedures for an activity

Observe patient for unusual signs

Write concise, understandable reports

Make observational records of patients

Report orally on a patient's condition

Record and report professional information

Carry out oral and written instructions and directions

Follow orders and accept supervision

Obtain and verify routine factual information

Make an effective oral presentation to a group

Establish rapport with individuals of diverse backgrounds

Show compassion for those with problems

Relate to patients and staff in a responsible, courteous, and caring manner

Provide information about agencies that can help with health, home, family, and other problems

Help arrange for psychiatric assistance

Assist others in obtaining funds for social programs and services

Identify and direct others to free or low-cost public services

Identify and use community resources that may enrich the life of the ill, elderly, or handicapped

Identify and select appropaite educational environments

Assist individuals with handicaps in locating and using materials which will meet their needs

Identify those people in community agencies, organizations, and services who can eliminate "red tape"

Occupational Therapy Assistant Rating List (continued)

Encourage the development of self-sufficiency for a patient within the limits of his/her illness or handicap

Identify methods of evaluating effectiveness in meeting goals and objectives

Identify when a change or termination of therapy is appropriate

Identify and explain the basic concepts of health care delivery

Train groups or individuals in preventive or remedial health care

Recognize the nonverbal cues and behaviors that indicate tensions and problems

Encourage the development of "common sense"

Determine the urgency of a problem and handle it appropriately

Respect patients' need for privacy and confidentiality

Understand professional ethics and responsibilities

Understand the legal implications of therapy and therapy records

Manage time and schedule activities

Encourage the development of social skills

Use remotivation technique

Use reality orientation

Set and monitor instructional objectives

Use audio-visual materials

Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development

Develop positive student/client attitudes toward learning

Experience in:

Paid work as a teacher

Paid work as a nurse

Caring for an ill, elderly, or handicapped family member

Volunteer work assisting an occupational therapist in a hospital or nursing home

## Respiratory Therapy Worker Rating List

Ability to:

- Communicate effectively with patients
- Observe hospital protocol and ethics
- Take patient's vital signs
- Use common pulmonary terms and symbols
- Describe anatomy and physiology of the cardiovascular system
- Describe anatomy and physiology of the respiratory system
- Use aerosol therapy
- Use simple oxygen delivery systems
- Clean and sterilize equipment
- Provide first aid for injuries
- Work with ill children, adolescents, and/or adults
- Teach or train individuals in preventive or remedial health care
- Assist in maintenance of medical records
- Deal with other people
- Do precise and accurate detailed work
- Do a repetitive task following a set procedure
- Interpret others' feelings
- Perform work under stressful conditions
- Carry out oral and written directions of some complexity
- Follow orders and accept supervision
- Keep records and prepare reports
- Translate information and facts to a level appropriate to an individual's background and experience
- Establish rapport with individuals of diverse backgrounds
- Show compassion for those with problems
- Identify an individual's problems and difficulties
- Recognize the nonverbal cues which indicate problems
- Determine the urgency of a problem and handle it appropriately
- Respect and observe the confidentiality of medical records
- Recognize and deal with medical emergencies
- Think and behave rationally when dealing with an emergency
- Perform basic life support functions

Respiratory Therapy Worker Rating List (continued)

Provide general assistance in a hospital emergency room

Provide general assistance in a hospital outpatient department

Assist in a hospital pharmacy

Provide a safe environment for a patient

Provide effective medical care for a patient

Maintain supplies needed by a patient

Recognize and provide for the psychological needs of the ill

Provide for the physical and emotional comfort of a patient

Plan for and help patients enjoy appropriate exercise

Encourage and aid in the development of patient self-sufficiency within the limits set by the illness

Meet accountability demands of others

Care for and maintain the materials and equipment used in respiratory therapy

Observe safety precautions in using equipment and medicine

Experience in:

Paid work in nursing

Caring for the elderly or handicapped

Providing home health care

Work as a member of a first aid/rescue squad

Working with the ill in a hospital or nursing home

## Welder Rating List

Ability to:

- Use the fundamentals of mathematics, as applied to addition, subtraction, multiplication, and division of whole numbers
- Work mathematical problems involving common fractions and decimals
- Do mathematical problems involving powers and roots
- Solve mathematical problems using simple algebraic rules and formulas
- Use basic geometry to determine areas and volumes
- Read and interpret the basic elements of a blueprint
- Interpret one, two, and three view mechanical drawings
- Understand size description and dimensioning procedures in mechanical drawing
- Interpret welding symbols and abbreviations used on blueprints
- Understand the common lines used in blueprints
- Understand the standard gauges used in wire, sheets, plates, and pipe
- Explain, from a blueprint, where to weld and the amount and type of weld to use
- Make mechanical drawings and sketches
- Make objects from metal to correspond with simple mechanical drawings
- Lay out sheet metal objects and bend them for welding
- Use and care for fabricating tools
- Use common hand tools, such as rules, calipers, and hacksaws
- Do basic operations on machine shop tools, such as drill press, engine lathe, and milling machine
- Follow safe and efficient work habits in a machine shop
- Perform bench work
- Do basic layout procedures
- Explain how the basic laws of physics, as related to topics such as heat, force, and energy, apply to welding work
- Explain how the properties of solids, liquids, and gases are related to welding
- Recognize the quality of welds
- Correct defects in a weld
- Describe the methods of testing welds
- Test a weld

Welder Rating List (continued)

Use and maintain oxyacetylene equipment for welding and cutting

Do soldering and/or brazing

Identify types of metal

Identify the correct joining process for a specified situation

Use electric arc welding equipment

Run high quality weld beads

Prepare metals for welding

Use safe work habits with welding equipment

Use the equipment necessary in gas shielded arc welding

Select the best shielding gas or gases for a specific job

Run beads and make fillet welds and butt welds using the metal inert gas process

Make satisfactory welds on aluminum, stainless steel, copper, and carbon steel

Identify the most frequently used piping layouts

Lay out and fabricate pipe welding joints

Do electrical wiring and small appliance repairs

Do plumbing repairs

Do simple carpentry and construction projects around the home

Assemble and/or repair children's toys and play equipment

Make layout plans for placement of furniture in a room

Plan layouts and design for posters, newsletters, etc.

Do arts and crafts work with stained glass or other craft involving soldering

Do jewelry making or other metal-working arts and crafts projects

Assemble radios, hi-fi sets, etc., from kits or components

Do precise and accurate detailed work

Do computations and arithmetic

Carry out oral and written directions of some complexity

Follow orders and accept supervision

Detect potential health and safety hazards

Prepare scale drawings of a room or house

Welder Rating List (continued)

Organize a project into its component parts and determine the sequence in which these activities need to be performed

Establish work flow procedures

Establish and maintain procedures to monitor work quality and quantity

Care for and maintain materials and equipment

Use proper safety precautions in working with tools, equipment, and machines

Make mechanical repairs on household items

Make minor repairs on an automobile

## Appendix G

## Revised Vocational Education Rating Lists from the Experience Description Summary

## COMPUTER PROGRAMMER RATING LIST

ABILITY TO:

___ 1. USE STEP-BY-STEP LOGICAL REASONING

___ 2. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS OF SOME COMPLEXITY

___ 3. LEARN AND APPLY RULES

___ 4. USE PROBLEM-SOLVING AND DECISION-MAKING SKILLS

___ 5. ANALYZE AND SUMMARIZE DATA

___ 6. MAKE INFERENCES FROM DATA

___ 7. DEVELOP AND USE CHARTS AND OTHER VISUAL MATERIALS TO DESCRIBE A PROGRAM'S OR PROJECT'S WORK FLOW

___ 8. PERFORM ARITHMETIC OPERATIONS WITH SIGNED NUMBERS (+, -)

___ 9. DO SIMPLE ALGEBRA

___ 10. USE A POCKET CALCULATOR OR OTHER DATA PROCESSING EQUIPMENT

___ 11. USE A TYPEWRITER COMPUTER TERMINAL

___ 12. THINK LOGICALLY

___ 13. DO MECHANICAL WORK OR REPAIR HOME APPLIANCES

___ 14. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE ORDER IN WHICH THESE ACTIVITIES MUST BE PERFORMED

## COOK/CHEF RATING LIST

ABILITY TO:

___ 1. PLAN, WRITE, AND EVALUATE MENUS USING NUTRITIONAL PRINCIPLES, COST, AND EYE APPEAL AS GUIDELINES

___ 2. EVALUATE THE COST AND NUTRITIONAL VALUE OF ALTERNATIVE METHODS OF PREPARING THE SAME FOODS

___ 3. EVALUATE AND PURCHASE FOODS

___ 4. EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT, VEGETABLES, AND DAIRY PRODUCTS

___ 5. DETERMINE THE APPROPRIATE QUANTITY OF FOOD TO BUY

___ 6. DO COOKING AND BAKING

___ 7. PREPARE FOOD IN QUANTITY (FOR LARGE GROUPS)

___ 8. CATER FOOD FOR SMALL PARTIES

___ 9. PREPARE SALADS AND SALAD DRESSINGS

___ 10. PREPARE VARIOUS TYPES OF SOUPS, SAUCES, AND GRAVIES

___ 11. PREPARE POTATOES, RICE, AND PASTA

___ 12. PREPARE VARIOUS SEAFOOD PRODUCTS

___ 13. PREPARE SANDWICHES

___ 14. PREPARE EGG AND BREAKFAST DISHES

___ 15. IDENTIFY AND PREPARE FRUIT PRODUCTS

___ 16. PREPARE GARNISHES FOR FOOD

___ 17. PREPARE VEGETABLES FOR QUANTITY FOOD SERVICE

___ 18. WORK WITH LEFT-OVER FOODS

___ 19. EVALUATE PREPARED FOOD

___ 20. PRODUCE A QUALITY FOOD PRODUCT

___ 21. USE WEIGHTS AND MEASURES ACCURATELY IN A RECIPE

___ 22. MEET SANITATION AND SAFETY REQUIREMENTS IN HANDLING FOOD

___ 23. APPLY SAFETY RULES IN THE USE OF KITCHEN EQUIPMENT

___ 24. USE THE BASIC TOOLS OF BULK FOOD PREPARATION (OVEN, MIXER, CHOPPER, SLICER, ETC.)

___ 25. RECOGNIZE AND USE MENU TERMINOLOGY CORRECTLY

___ 26. SET PRIORITIES

___ 27. WORK UNDER PRESSURE

___ 28. SELECT MEATS SUITABLE FOR VARIOUS PREPARATION TECHNIQUES

___ 29. WORK WITH HANDS QUICKLY AND WITH DEXTERITY

___ 30. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY

## DISPENSING OPTICIAN RATING LIST

ABILITY TO:

___ 1. DO PRECISE AND ACCURATE DETAILED WORK
___ 2. USE SMALL HAND TOOLS (PLIERS, FILES, SCREWDRIVERS, ETC.)
___ 3. DO ARITHMETIC AND COMPUTATIONS
___ 4. ADVISE OTHERS ABOUT SELECTING BECOMING STYLES
___ 5. SHOW COMPASSION FOR THOSE WITH PROBLEMS
___ 6. ESTABLISH RAPPORT WITH THOSE SEEKING ADVICE
___ 7. RECOGNIZE THE NONVERBAL CUES AND BEHAVIORS WHICH INDICATE PROBLEMS
___ 8. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___ 9. PREPARE A WORK ORDER
___ 10. SURVEY AND CHOOSE AMONG SUPPLIERS OF PRODUCTS
___ 11. BE RESPONSIBLE FOR DAY-TO-DAY ADMINISTRATION
___ 12. ESTABLISH PROCEDURES TO MONITOR INCOME AND EXPENDITURES
___ 13. DETERMINE PRICES ON THE BASIS OF COST AND OVERHEAD FACTORS
___ 14. ARRANGE FOR OR OVERSEE PERFORMANCE OF ADVERTISING, PUBLICITY, MARKETING, OR SALES PROMOTION
___ 15. MAINTAIN CORRESPONDENCE WITH SUPPLIERS AND CUSTOMERS
___ 16. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
___ 17. DEAL WITH EMPLOYEE RELATIONS PROBLEMS

## DRAFTER RATING LIST

ABILITY TO:

___ 1. SIT STILL FOR LONG PERIODS OF TIME
___ 2. DRAW
___ 3. EXPRESS IDEAS BY DRAWING
___ 4. VISUALIZE WHAT IS TO BE DRAWN
___ 5. SKETCH OBJECTS SO AS TO SHOW THREE DIMENSIONS
___ 6. DRAW SECTIONAL VIEWS OF OBJECTS
___ 7. SHOW DIMENSIONS OF OBJECTS DRAWN
___ 8. DRAW A MAP SHOWING CONTOURS AND/OR TYPOGRAPHY
___ 9. DRAW A LINE, BAR, OR PIE CHART FROM DATA
___ 10. USE STANDARD BLOCK LETTERING
___ 11. DO TECHNICAL LETTERING
___ 12. READ A BLUEPRINT
___ 13. USE DRAFTING INSTRUMENTS
___ 14. WORK NEATLY AND ACCURATELY
___ 15. DO PRECISE AND ACCURATE DETAILED WORK
___ 16. ANALYZE A PROBLEM
___ 17. FOLLOW ORDERS AND ACCEPT SUPERVISION
___ 18. MAKE A DETAILED DRAWING
___ 19. CREATE ORIGINAL HOME DESIGNS
___ 20. DO HOME REPAIRS, CARPENTRY, OR CONSTRUCTION

## ELECTRONICS TECHNICIAN RATING LIST

ABILITY TO:

___ 1. MAKE ELECTRICAL WIRING AND SMALL APPLIANCE REPAIRS
___ 2. IDENTIFY AN ELECTRICAL CIRCUIT AND ITS COMPONENTS
___ 3. MAKE MECHANICAL REPAIRS ON HOUSEHOLD ITEMS
___ 4. CARE FOR THE EQUIPMENT USED IN A HOME
___ 5. CARE FOR AND MAKE MINOR REPAIRS ON AN AUTOMOBILE
___ 6. USE COMMON HAND TOOLS CORRECTLY AND SAFELY
___ 7. USE COMMON MEASURING INSTRUMENTS
___ 8. OBSERVE SAFE WORK HABITS IN A WORKSHOP
___ 9. USE SAFETY PRECAUTIONS WHEN WORKING WITH TOOLS, EQUIPMENT, AND MACHINERY
___ 10. IDENTIFY COMMON MECHANICAL DRAWING INSTRUMENTS
___ 11. MAKE PICTORIAL DRAWINGS
___ 12. CONVERT A PICTORIAL DRAWING TO A SCHEMATIC DRAWING
___ 13. PREPARE SCALE DRAWINGS
___ 14. IDENTIFY COMMONLY USED HOUSE WIRING SYMBOLS
___ 15. DETECT POTENTIAL SAFETY HAZARDS IN ITEMS
___ 16. IDENTIFY AND CORRECT SAFETY PROBLEMS, SUCH AS WORN WIRING
___ 17. CARRY OUT ORAL AND WRITTEN DIRECTIONS OF SOME COMPLEXITY
___ 18. LEARN AND APPLY RULES
___ 19. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
___ 20. DEVELOP AND USE FLOW CHARTS AND OTHER VISUAL MATERIALS
___ 21. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
___ 22. ANALYZE A PROBLEM
___ 23. SOLVE A PROBLEM
___ 24. DO PRECISE AND ACCURATE DETAILED WORK
___ 25. DO A REPETITIVE TASK FOLLOWING A SET PROCEDURE
___ 26. DO COMPUTATIONS/ARITHMETIC
___ 27. DO STAINED GLASS WORK, JEWELRY MAKING, OR OTHER CRAFT ACTIVITIES THAT INVOLVE SOLDERING
___ 28. DO ART OR CRAFTS PROJECTS THAT INVOLVE ETCHING
___ 29. BUILD A RADIO, HI-FI, OR OTHER ELECTRONIC ITEM FROM A KIT OR COMPONENT PARTS

## GRAPHIC ARTS/LITHOGRAPHER RATING LIST

ABILITY TO:

___ 1. DESIGN OR PLAN THE LAYOUT OF NEWSLETTERS, BROCHURES, ETC.
___ 2. WRITE LAYOUT SPECIFICATIONS
___ 3. FIGURE PRINTING COSTS
___ 4. COORDINATE THE PRINTING OF MATERIALS
___ 5. COORDINATE THE DEVELOPMENT OF MATERIALS FOR PRODUCTION
___ 6. EDIT AND CORRECT COMPOSED COPY
___ 7. MAINTAIN FILES OF ART FOR USE IN LAYOUTS
___ 8. DEVELOP AND MAINTAIN CURRENT FILES
___ 9. ORDER SUPPLIES
___ 10. TAKE PHOTOGRAPHS
___ 11. EXPOSE AND PROCESS FILM
___ 12. USE CORRECT F STOPS AND FOCAL LENGTH IN MAKING CAMERA SETTINGS
___ 13. DETERMINE CORRECT EXPOSURE TIME IN MAKING CAMERA SETTINGS
___ 14. USE CORRECT LENS AND BELLOWS TO TAKE CLOSE-UPS
___ 15. DEVELOP PHOTOGRAPHIC FILM
___ 16. MAKE PHOTOGRAPHIC PRINTS
___ 17. MAKE PHOTO ENLARGEMENTS
___ 18. APPLY THE PRINCIPLES OF COLOR AND DESIGN
___ 19. USE COLOR, LIGHT, AND SPACE TO CREATE A SPECIFIC KIND OF APPEARANCE
___ 20. USE AESTHETIC GUIDELINES (BALANCE, PROPORTIONS, ETC.) IN EVALUATING A PLAN OR DESIGN

## LIBRARY TECHNICIAN RATING LIST

ABILITY TO:

___ 1. USE BASIC LIBRARY TOOLS, SUCH AS THE CARD CATALOGUE

___ 2. USE REFERENCE BOOKS, SUCH AS THE ENCYCLOPEDIA, DICTIONARY, ALMANAC, AND BIBLIOGRAPHIES

___ 3. USE LIBRARY CALL NUMBERS TO IDENTIFY AND LOCATE BOOKS

___ 4. USE THE READER'S GUIDE TO PERIODICAL LITERATURE TO LOCATE MATERIAL

___ 5. PREPARE A BIBLIOGRAPHY ON A TOPIC COVERING BOTH BOOKS AND PERIODICALS

___ 6. ASSIST IN THE DEVELOPMENT OF BIBLIOGRAPHIES

___ 7. RESEARCH GENEALOGICAL AND FAMILY HISTORY RECORDS

___ 8. HELP WITH LIBRARY USER SERVICES

___ 9. ASSIST IN CIRCULATION OF LIBRARY MATERIALS

___ 10. ASSIST PARENTS, TEACHERS, AND OTHERS WORKING WITH CHILDREN IN THE SELECTION OF BOOKS AND OTHER MATERIALS

___ 11. IDENTIFY AND USE INFORMATION RESOURCES TO LOCATE COMMUNITY SERVICES AND FACILITIES

___ 12. LOCATE AND DIRECT OTHERS TO INFORMATION RESOURCES THAT CAN HELP WITH THE EVALUATION OF GOODS AND SERVICES; THE EVALUATION OF HEALTH AND SAFETY HAZARDS; THE IDENTIFICATION OF BEST BUYS; ETC.

___ 13. IDENTIFY AND USE RESOURCES RELEVANT TO DIFFERENT CULTURAL, ETHNIC, AND RELIGIOUS HERITAGES

___ 14. INVENTORY OVERDUE BOOKS AND SEND NOTICES

___ 15. ASSIST IN CATALOGUING NEW BOOKS

___ 16. FILE LIBRARY CATALOGUE CARDS CORRECTLY

___ 17. PREPARE REPORTS ON LIBRARY CIRCULATION

___ 18. MAKE OUT PURCHASE ORDERS

___ 19. PROCESS ORDERS, INCLUDING CHECKING IN AND FILING

___ 20. TYPE

___ 21. PREPARE AND MAINTAIN FILES

___ 22. VERIFY ORDERS

___ 23. USE TAPE RECORDERS, MOVIE AND FILM STRIP PROJECTORS, SLIDE PROJECTORS, AND SIMILAR AUDIO-VISUAL EQUIPMENT

___ 24. MAKE AND MOUNT TRANSPARANCIES FOR USE IN AN OPAQUE PROJECTOR

___ 25. DEAL WITH OTHER PEOPLE

___ 26. DO ACCURATE DETAILED WORK

___ 27. DO A REPETITIVE TASK FOLLOWING A SET PROCEDURE

___ 28. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS

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LIBRARY TECHNICIAN RATING LIST (continued)

ABILITY TO:

___ 29. ACCEPT SUPERVISION
___ 30. TRAIN OTHERS TO DO SPECIFIC JOBS OR TASKS
___ 31. COMPILE INFORMATION
___ 32. OBTAIN AND VERIFY FACTUAL INFORMATION
___ 33. CHECK PUBLIC RECORDS FOR INFORMATION
___ 34. GATHER INFORMATION BY CONFIRMING FACTS AND LOCATING BACKGROUND DATA
___ 35. PREPARE DISPLAY MATERIALS

## MEDICAL RECORDS TECHNICIAN RATING LIST

ABILITY TO:

___ 1. ABSTRACT INFORMATION WITH ACCURACY
___ 2. CODE AND CATALOGUE OR INDEX INFORMATION
___ 3. RECOGNIZE AND SUMMARIZE PERTINENT INFORMATION
___ 4. DEMONSTRATE FAMILIARITY WITH MEDICAL TERMINOLOGY
___ 5. DEMONSTRATE A BASIC KNOWLEDGE OF HUMAN ANATOMICAL TERMS
___ 6. SPELL CORRECTLY
___ 7. USE CORRECT MEDICAL TERMINOLOGY FOR COMMON DISEASES AND TYPES OF INJURIES
___ 8. DEFINE COMMON MEDICAL TERMS
___ 9. USE MEDICAL DICTIONARIES AND OTHER MEDICAL TERMINOLOGY REFERENCES
___ 10. TREAT MEDICAL INFORMATION AS CONFIDENTIAL
___ 11. DO ALPHABETICAL AND NUMERICAL FILING ACCURATELY
___ 12. DO PRECISE AND ACCURATE DETAILED WORK
___ 13. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS OF SOME COMPLEXITY
___ 14. LEARN AND APPLY RULES
___ 15. RESPECT AND OBSERVE PRECAUTIONS CONCERNING CONFIDENTIALITY OF INFORMATION
___ 16. READ, UNDERSTAND, AND EXPLAIN MEDICAL CONSENT FORMS
___ 17. USE A LIBRARY AND OTHER REFERENCE SOURCES
___ 18. WORK IN A HOSPITAL, NURSING HOME, OR OTHER MEDICAL SETTING
___ 19. KEEP ACCURATE RECORDS OF HEALTH CARE
___ 20. GATHER INFORMATION BY LOCATING BACKGROUND DATA, CONFIRMING FACTS, AND IDENTIFYING TRENDS
___ 21. ASSIST WITH THE MAINTENANCE OF MEDICAL RECORDS IN A HOSPITAL OR NURSING HOME
___ 22. USE A TYPEWRITER
___ 23. DEVELOP AND MAINTAIN CURRENT FILES
___ 24. KEEP RECORDS AND PREPARE REPORTS FROM THEM
___ 25. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION
___ 26. PREPARE REPORTS CONTAINING FACTUAL DATA

## OCCUPATIONAL THERAPY ASSISTANT RATING LIST

ABILITY TO:

___ 1. TEACH AN ACTIVITY OR SKILL TO AN INDIVIDUAL

___ 2. TEACH AN ACTIVITY TO A GROUP

___ 3. PLAN AND ORGANIZE COOPERATIVE AND COMPETITIVE ACTIVITIES AND KNOW WHEN EACH IS APPROPRIATE

___ 4. WRITE STEP-BY-STEP PROCEDURES FOR AN ACTIVITY

___ 5. ESTABLISH LONG TERM AND SHORT TERM GOALS

___ 6. DEMONSTRATE A KNOWLEDGE OF HUMAN DEVELOPMENT

___ 7. ENCOURAGE THE DEVELOPMENT OF SOCIAL SKILLS

___ 8. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"

___ 9. RECOGNIZE THE NONVERBAL CLUES AND BEHAVIORS THAT INDICATE TENSIONS OR PROBLEMS

___ 10. WRITE CONCISE, UNDERSTANDABLE REPORTS

___ 11. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS AND DIRECTIONS

___ 12. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION

___ 13. IDENTIFY METHODS FOR EVALUATING EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES

___ 14. DO ARTS AND CRAFTS ACTIVITIES

___ 15. GIVE PROPER CARE TO ARTS AND CRAFTS MATERIALS AND EQUIPMENT

___ 16. USE REFERENCE MATERIAL TO LEARN A NEW CRAFT OR TO LEARN ADVANCED TECHNIQUES IN A FAMILIAR CRAFT

___ 17. ANALYZE A CRAFT IN TERMS OF SENSORY INPUT AND THE SPECIFIC MOTIONS REQUIRED, AND THERAPEUTIC ASPECTS

___ 18. PROVIDE A SAFE ENVIRONMENT FOR A PATIENT

___ 19. OBSERVE A PATIENT FOR UNUSUAL SIGNS

___ 20. MAKE OBSERVATIONAL RECORDS OF PATIENTS

___ 21. REPORT ORALLY ON A PATIENT'S CONDITION

___ 22. UNDERSTAND THE PHYSICAL, EMOTIONAL, AND EDUCATIONAL NEEDS OF AN INDIVIDUAL WITH A PHYSICAL OR EMOTIONAL HANDICAP

___ 23. ASSESS PATIENT PERFORMANCE IN DAILY LIVING SKILLS

___ 24. HELP PATIENTS DEVELOP BETTER WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE

___ 25. EVALUATE A PATIENT'S VOCATIONAL AND AVOCATIONAL INTERESTS IN TERMS OF SPECIFIC DISABILITIES

___ 26. ADAPT ACTIVITIES TO THE NEEDS OF A PATIENT

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OCCUPATIONAL THERAPY ASSISTANT RATING LIST (continued)

ABILITY TO:

___ 27. ENCOURAGE THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN THE LIMITS OF HER/HIS ILLNESS OR HANDICAP

___ 28. TRANSFER AND TRANSPORT A PATIENT CORRECTLY

___ 29. WORK WITH EMOTIONALLY DISTURBED PEOPLE

___ 30. WORK WITH MENTALLY HANDICAPPED PEOPLE

___ 31. WORK WITH PHYSICALLY HANDICAPPED PEOPLE

___ 32. WORK WITH PHYSICALLY ILL PEOPLE

___ 33. WORK WITH THE ELDERLY

___ 34. IDENTIFY AND EXPLAIN THE BASIC CONCEPTS OF HEALTH CARE DELIVERY

___ 35. TRAIN GROUPS OR INDIVIDUALS IN PREVENTIVE OR REMEDIAL HEALTH CARE

## RESPIRATORY THERAPY WORKER RATING LIST

ABILITY TO:

___ 1. CARRY OUT ORAL AND WRITTEN DIRECTIONS OF SOME COMPLEXITY
___ 2. DEAL WITH OTHER PEOPLE
___ 3. DO PRECISE AND ACCURATE DETAILED WORK
___ 4. PERFORM WORK UNDER STRESSFUL CONDITIONS
___ 5. TRANSLATE INFORMATION AND FACTS TO A LEVEL APPROPRIATE TO AN INDIVIDUAL'S BACKGROUND AND EXPERIENCE
___ 6. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
___ 7. SHOW COMPASSION FOR THOSE WITH PROBLEMS
___ 8. IDENTIFY AN INDIVIDUAL'S PROBLEMS AND DIFFICULTIES
___ 9. COMMUNICATE EFFECTIVELY WITH PATIENTS
___ 10. FOLLOW ORDERS AND ACCEPT SUPERVISION
___ 11. RECOGNIZE THE NONVERBAL CLUES WHICH INDICATE PROBLEMS
___ 12. PERFORM LIFE SUPPORT FUNCTIONS IN GIVING FIRST AID
___ 13. DETERMINE THE URGENCY OF A PROBLEM AND HANDLE IT APPROPRIATELY
___ 14. RECOGNIZE AND DEAL WITH MEDICAL EMERGENCIES
___ 15. OBSERVE SAFETY PRECAUTIONS IN USING EQUIPMENT AND MEDICINE
___ 16. KEEP RECORDS AND PREPARE REPORTS
___ 17. TAKE A PATIENT'S TEMPERATURE, PULSE, OR OTHER VITAL SIGNS
___ 18. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
___ 19. PROVIDE A SAFE ENVIRONMENT FOR A PATIENT
___ 20. MEET ACCOUNTABILITY DEMANDS OF OTHERS
___ 21. WORK AS A MEMBER OF A FIRST AID/RESCUE SQUAD
___ 22. WORK WITH THE ILL IN A HOSPITAL OR NURSING HOME

## WELDER RATING LIST

ABILITY TO:

___ 1. WORK ARITHMETIC PROBLEMS INVOLVING COMMON FRACTIONS AND DECIMALS

___ 2. USE BASIC ARITHMETIC OR GEOMETRY TO DETERMINE AREA OR VOLUME

___ 3. MAKE MECHANICAL DRAWINGS OR SKETCHES

___ 4. MAKE OBJECTS THAT CORRESPOND TO SIMPLE PLANS, PATTERNS, OR DRAWINGS

___ 5. IDENTIFY TYPES OF METAL

___ 6. DO ARTS AND CRAFTS WORK WITH STAINED GLASS OR OTHER CRAFT INVOLVING SOLDERING

___ 7. DO JEWELRY-MAKING OR METAL-WORK CRAFTS

___ 8. MAKE CRAFT OBJECTS OUT OF TIN

___ 9. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED

___ 10. ESTABLISH WORK FLOW PROCEDURES

___ 11. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY